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# THE NORTH CAROLINA TEACHER.

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No. 1.

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EUGENE G. HARRELL,      -   -   -   -   -   Editor.

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## THE TEACHERS HOMEWARD BOUND.

—  
BY THE EDITOR.  
—

These foreign scenes and lands so fair  
We leave without regret,—  
These castles grand and treasures rare  
We may ere long forget;  
And as our footsteps westward turn  
From strange shores where they roam,  
Oh, how our hearts most fondly yearn  
For our sweet Southern home.

We've spent most joyously the days  
'Mid Scotland's lakes and hills,  
And where the genial sunshine plays  
O'er England's fields and rills;  
And now, with recollections sweet,  
A pleasant leave we take,  
And loving friends we long to greet  
In our dear "Old North State."

From these gay, glittering scenes of France,  
Where Fashion's follies reign,  
Where arts and beauties quick entrance  
And their strange spells maintain,—  
We look with joy beyond the sea,  
In mingled hope and pride,  
To that happy "land of the free"  
Where love and peace abide.



Grand "Old North State"! We love thee well,  
From sea to mountain peak,—  
The dearest land on which to dwell—  
Thy praise we'll ever speak.  
And when our footsteps leave thy soil  
For countries East or West,  
Thou art always, in rest or toil,  
The land we love the best.

ON BOARD STEAMER INDIANA,  
August 15, 1889.

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### MUST BE WORTHY OF ESTEEM.

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The teacher must be *worthy of esteem*. Where esteem does not exist, love cannot. He may be despised, he may be an object of contempt, he may excite pity; if so, it is impossible that he should excite affection. To obtain respect he must have perfect command of himself—such a command as involves control of his temper, as saves him from rash judgments, and from acting hastily, unjustly, and with partiality. It is not enough to avoid the sudden burst of anger, he must take care to avoid the sour look, the incautious word, the irritating taunt. He must have patience with dullness, and never by word or look expose it to ridicule.

Such watchfulness of himself as this implies can proceed only from the conviction that he must respect the feelings of his charge. A genuine respect for the feelings of the young will, by saving the teacher from much that is irritating, go far to secure respect and affection. Few things should be so sacred to teachers as the feelings of a child. Warmth must not be met by coldness, enthusiasm must not be encountered by a sneer, tenderness must not be blighted by contempt.—*Exchange*.

## OUR TEACHERS IN EUROPE.

North Carolina has again made a grander stride in educational progress than any other State in the Union, and her teachers have proven themselves more enterprising than those of any other section of this American commonwealth.

It has for a long while been the desire of the editor of THE NORTH CAROLINA TEACHER to see the scope and benefits of the Teachers' Assembly so greatly enlarged as to include an educational tour of Europe by the men and women who are training the boys and girls of our State. The time required for such a tour, the responsibilities of taking a party so many thousands of miles and the necessary expense of so great a trip have seemed to be insurmountable obstacles in the way of the undertaking.

However, after many months of planning and work all these apparent difficulties had been removed, and on July 2d, just at the close of the sixth session of our North Carolina Teachers' Assembly at Morehead City, a party of enterprising teachers took the train for New York on a summer jaunt to Europe. The party was under the personal guidance of the Secretary of the Assembly, and it was specially fortunate in having, as members, both the President of the Assembly, Prof. Geo. T. Winston, of the University, and the President-elect, Prof. Henry L. Smith, of Davidson College. We arrived at Norfolk in the evening and took the Old Dominion Steamer for New York. Spending two days very pleasantly in sight-seeing about the metropolis and in completing our final arrangements for the voyage, on July 7th, with one hundred leading teachers and friends of education, we embarked on an excellent steamer, the *State of Nevada*, at New York, specially chartered by our party for the summer vacation trip to Europe. The itinerary of the tour included Glasgow, the

Scotch Lakes, "Burns Land," Edinboro, London, Windsor, Stratford-on-Avon, Paris and Belfast; six weeks' time to be occupied and the total expense of the trip, including travel, board, fees, etc., to be not over \$150 from New York and the return to New York.

The outward voyage was made within twelve days, and it was just as pleasant and enjoyable as it is possible for an ocean voyage to be. The party was a cultured and congenial one, combining with general good nature a large degree of musical and literary talent. The weather was delightful, the ship was a good one, the officers exceedingly pleasant and considerate of the wants and comforts of the passengers, and this combination of happy circumstances not only relieved the usual monotony of an ocean voyage but brought with each day a round of pleasure and social enjoyment. The days were spent in reading, writing, chatting, promonading and in playing ring-toss, shovel-board and other deck games peculiar to ship life. The evenings were given to musical and literary entertainments, prepared by various members of the party, and there were many who possessed rare accomplishments which they were ready to contribute to the general enjoyment of the company. During the entire outward voyage regular religious services were held each evening and also on Sundays, conducted by our chaplain, Rev. M. M. Marshall, D. D., of Raleigh, and in these services the whole party participated.

On the morning of the eleventh day the lovely hills of the Emerald Isle were sighted, and during that day the ship steamed along that most fascinating coast upon which each changing landscape of lovely fields, rugged hills, rocky cliffs and velvety sward drew most extravagant exclamations of delight, surprise and admiration from the *Nevada's* passengers. The ship anchored at Greenoch in the Firth of Clyde, and after the formalities of examinations of baggage were ended all the passengers were transferred to the



shore and the railway train quickly took them to Glasgow, where they were soon comfortably roomed in the elegant Central Hotel, one of the handsomest and best equipped to be found in Europe.

Then followed twenty-four days of most delightful and instructive sight-seeing, and we do not believe that any party of tourists was ever before blessed with such admirable weather and so many facilities and opportunities for getting the greatest possible pleasure and benefit from a visit to a foreign land. The exceeding kindness and consideration of the people, their ready willingness to do anything and everything towards making our sojourn pleasant, and their great and frequently expressed friendship for the American people, and particularly for our North Carolina teachers' party, were in the highest degree pleasant and gratifying to us and was most heartily and sincerely appreciated. Through Scotland, England, France and Ireland the name of North Carolina has been made familiar to thousands of people, awakening their interest and admiration for a State whose teachers were so full of enthusiasm, enterprise and ambition.

This visit of our teachers to Europe will be of far more benefit to the material interests of North Carolina than the thousands of dollars which have been spent in efforts to advertise the State. Many times during the tour prominent persons have said to the editor that they never before knew of North Carolina, of her wonderful resources or of the people who inhabit her borders.

Our teachers have seen much more during their six weeks' tour than most persons have seen of Europe during a six months' stay and at ten times the expense of our trip. Every point of interest in Glasgow, Edinboro, London and vicinity, and Paris and vicinity has been visited and carefully examined in the most intelligent manner. Not a single day was lost from sight-seeing by reason of inclement

weather, and we believe that there are members of our party who can tell more about Paris and London than most people who have for a long while lived in those cities. The tour may be considered a perfect one—not an accident has occurred, no sickness among our large party, nothing has been lost of any value, not a piece of baggage has been missing, no train has failed to make its connection, all members of the party have been on the very best and happiest terms of intimacy with one another, every arrangement of the tour has been carried out to its minutest detail and the total expense of the trip has been even less than we had estimated. Each member of our party is in every way delighted and satisfied with their vacation in Europe, and many times it has been said, “thousands of dollars could not buy from me the pleasure and benefit of my trip.” Surely the editor will be pardoned for noting his gratification at the unprecedented success of a trip in which there rested so great responsibility upon him.

The editor, in behalf of himself and of the entire party, acknowledges the obligation due to Prof. Geo. T. Winston, of our University, for his excellent and intelligent explanations of many interesting scenes and historic places which were visited, thus adding greatly to the educational value of the tour. As a member of the party and President of the Teachers' Assembly, his thorough familiarity with Europe and the Europeans enhanced the pleasure and benefits of the trip to a teacher in a very large degree.

The tour terminated at Paris, and seven days were spent at that splendid French capital in order that the great International Exposition might be visited with system and care. In many respects this French exhibition far surpasses any of the previous displays of the world's work in arts and sciences, and, perhaps, there will be nothing comparable to it within the next half century, unless the French people should again conclude to have a big show



to astonish the whole world. Thus it has been the privilege of the North Carolina teachers to witness and study the products and resources of all civilized countries under the most favorable auspices. Besides this, there were visiting the Exposition thousands of representatives of other nations, and to see them in their native costumes, surrounded by the products of their various countries, was of inestimable value to a progressive teacher. There were seen throughout the Exposition grounds native Turks, Russians, Chinamen, Persians, Africans, Jews from Palestine, Japanese, Arabs, Greeks, Italians, Spaniards, Hindoos and many other interesting people of distant climes. There were also opportunities of seeing at Paris and London the Shah of Persia, the King of Greece, King of Africa, William II., King of Germany, and many members of the Royal Family and nobility of England. These distinguished people, with imposing and handsome suites of attendants, afforded rare privileges for a thoughtful teacher to compare the distinctive features of monarchical and republican forms of government in a manner far more satisfactory than can be obtained by even the most careful reading.

The wonderful Eiffel Tower at Paris, grandly rising from the beautiful garden of the Champs de Mars at the entrance to the Exposition, is indeed a master-piece of human skill and ingenuity. From its dizzy height of near 1,000 feet the fascinating loveliness of the French capital is spread out before you as a vast panorama of fairy land, and even far into the surrounding country the eye rests upon such beauties of that fair land as make the scene appear a sweet vision of some midsummer night. The editor carried with him throughout the trip a handsome silk American flag, and it was his pleasure and pride to let it float to the breeze from the top of the Eiffel Tower, and also, on the same day, to fly it from the great Godard Balloon in which, with

a young lady of our party, he ascended to the height of some 2,000 feet above the earth.

On August 9th our party embarked on the steamship *Indiana*, another vessel of the excellent State Line, on the homeward voyage. Several members of the party remained in Europe a few days longer, intending to extend their tour into Switzerland and Rome and return on a later steamer, and arrangements had been made by which they could do this at about the same proportionate expense as the regular tour. The steamer touched at Larne harbor in Ireland to take on cargo, and our party took a run up to Belfast on the train, and spent a most pleasant day in this, the largest commercial city of the Emerald Isle. On Saturday, August 10th, just as the darkness of evening was taking the place of the long summer twilight of our last day in Europe the *Indiana* hauled in her wharf-lines at Larne, the whistle sounded a last "good-bye," the throb of her powerful engines shook the steamer from stem to stern, the propeller began its energetic revolutions, and our good ship silently and gracefully glided out of the harbor with her prow pointed towards the lingering rays of the setting sun as they faintly colored the western horizon. Thus, amid the friendly waving of long farewells from the deck and the shore, while our minds most pleasantly dwelt upon the attractive pages of life's volume which this summer vacation has so profusely illustrated, the darkness of night deepened around us, the busy week closed its history forever even as we ended our brief pilgrimage to Europe, and ere the early dawning of the bright, beautiful Sabbath day our ship was riding the restless billows of the Atlantic, and all our hearts, as our faces, turned with tenderest affection towards our far American homes, and our dear friends and loved ones whom we longed to meet and greet again.

A good run of twelve days brought us to New York harbor, and with much sadness we began to realize, as we



approached the city, that our happy summer's tour was indeed ending and the time of separation was at hand. Even the busy preparations incident to landing, "packing up" of the multitude of little things about our state-rooms, and the eager expectation of finding letters and friends on the shore could not dispel the general feeling of regret which filled all hearts at the thought of so soon parting with these friends and congenial companions of our travels.

On the last evening of our stay on the *Indiana* our company assembled in the saloon after tea and held the last general meeting of our trip. The editor briefly called to mind the many pleasures of our jaunt in a foreign land and mentioned the various causes for thankfulness which ought to impress every member of the party at the unprecedented good fortune which had attended each day of the tour. Short talks were made also by Col. Jno. S. Cunningham and Prof. W. H. Michael, touching the pleasures and benefits derived from the trip and the perfect satisfaction which each member of the party felt at the successful and happy execution of all the details of the tour. A special vote of thanks was given the editor of THE TEACHER as originator and conductor of the European tour, and to Prof. Winston for his valuable aid in getting the best understanding of the sights of Europe. At the conclusion of the meeting the whole party joined in the evening prayers, most impressively conducted by Rev. Bennett Smedes, of Raleigh. In the responses and in the grand old doxology,

"Praise God from whom all blessings flow,"

there was given an unusual earnestness and feeling.

The steamer went to her pier in New York at 4 o'clock, August 21st, and it was with feelings of profound pride and patriotism that we stepped across the gangway and stood again upon our native American soil, each one fully realizing that

"There is no other land on earth  
That can compare with ours."

It is exceedingly pleasant to remember the many delights and comforts yielded to us in our American homes beyond the attractions of any and all other countries of which we have any knowledge, and there is an inward resolve in our minds that we will be much better citizens of North Carolina than we have ever been before, while we realize that our State pride and love of home-land have increased a thousand fold.

The brief delay on the steamer wharf, in "clearing the customs," gave the party a better insight into many of the intricacies of national tariff regulations than we had acquired in any foreign country, but the politeness of all the officers of the government in discharging their duties removed much of the usual trouble of entering a port. We were soon comfortably roomed at Earle's Hotel, corner of Canal and Centre streets, where we spent a day in resting, and on the 22d the "farewells" were tenderly spoken and all members of our party boarded the various trains and steamers for their homes, the editor being the last to leave New York.

In taking a general review of our trip, we are pleased to acknowledge our obligations to "The New World Travel Company" of New York, through whom all our transatlantic arrangements were so satisfactorily made. The kindness and courtesy of Mr. Geo. Levison, the efficient secretary of the company, will ever be most gratefully remembered by us. All our railway travel in Europe was arranged through Mr. C. A. Barattoni, of New York, agent of the London and North Western Railway of England. Through his assistance we were enabled to secure reduced rates of travel, extra accommodations and special trains and cars whenever we moved by rail, and these features of our trip were indispensable to the fullest enjoyment of the tour. We shall have frequent occasion in the detailed report of



our jaunt to mention the valuable services rendered so kindly and promptly by Mr. Levison and Mr. Barattoni and by other steam-ship and railway officials.

The "State Line" of steam-ships sails from New York to Glasgow. There are, of course, steamers which are larger, faster and more handsomely furnished, but there are no better or safer vessels plying the Atlantic. Their usual time of a trip is about ten days—they are large enough, very steady, admirably officered and manned, comfortable and convenient in all their appointments; they are clean, dry and well ventilated, and the table fare is good; their rates of passage are very reasonable, and an ocean trip upon any ship of the line will be perfectly satisfactory to any real traveler. People who do not know how to travel and are too unreasonable to learn should not go to sea, for to all such persons a berth on the most expensive steamer crossing the ocean will in every way prove disagreeable. We have found the North Carolina teachers and the *true* friends of education to be the best and most considerate of travelers, and it is indeed a pleasure to accompany such persons on a tour at home or abroad.

THE NORTH CAROLINA TEACHER proposes to give its readers a full report of this memorable tour, and the events of each day will comprise a chapter in the volume, and each chapter will be written by different teachers in the party in their most entertaining and chatty style, setting forth all those little special incidents which are of peculiar interest to our people.

#### NAMES OF PARTY.

George T. Winston, President, Chapel Hill.

H. L. Smith, President-elect, Davidson College.

Eugene G. Harrell, Secretary, Raleigh.

Dr. T. E. Anderson, Statesville.

Miss Mattie Adams, Corinth, Miss.

Miss Maud L. Alford, Greensboro.

Miss Jeannie D. Allen, Wilmington.

Miss A. L. Henderson, Danville, Va.

Miss Annie Hickey, Danville, Va.

Miss Jessie H. Kenan, Wilmington.

Mrs. James G. Kenan, Kenansville.



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|---------------------------------------|--|
| T. G. Boddie, Nashville.              | Miss Emily Kenan, Kenansville.         |
| R. C. Berkeley, Jr., LaGrange.        | Miss E. A. Lehman, Salem.              |
| Miss Sophia E. Butner, Salem.         | Miss Lillie Lea, Cedar Hill.           |
| F. B. Brown, Enochville.              | John C. Leslie, Concord.               |
| M. C. Braswell, Battleboro.           | Miss Anna H. Lewis, Goldsboro.         |
| Mrs. M. L. Brodnax, Sharp.            | Rev. M. M. Marshall, Raleigh.          |
| Miss E. A. Baker, Raleigh.            | W. J. Martin, Davidson College.        |
| P. W. Capehart, Kittrell.             | W. H. Michael, Wake Forest.            |
| R. A. P. Cooley, Nashville.           | John D. Moss, Athens, Ga.              |
| J. M. Callender, LaGrange.            | Miss Emmie McVea, Raleigh.             |
| Miss M. E. Chitty, Salem.             | Miss Bettie Moore, Williamston.        |
| Miss Irene V. Cartwright, Wakefield.  | Miss Annie Mebane, Wilmington.         |
| Miss Sophia Clement, Mocksville.      | Miss Bessie F. Neeley, Salisbury.      |
| Miss Bettie Clarke, Oxford.           | Miss Eloise H. New, Richmond, Va.      |
| Miss Lizzie J. Clark, Kittrell.       | R. S. Payne, Jr., Knoxville, Tenn.     |
| Mrs. Frances Church, Florence, S. C.  | Miss Annie H. Philips, Tarboro.        |
| Miss Sue L. Cumming, Wilmington.      | Miss Hennie Patrick, Kinston.          |
| John S. Cunningham, Cunningham.       | Miss A. L. Pearson, Raleigh.           |
| Mrs. J. S. Cunningham, Cunningham.    | Mrs. V. L. Pendleton, Warrenton.       |
| Miss M. S. Cunningham, Cunningham.    | J. H. Petty, Newark, N. Y.             |
| Miss S. S. Cunningham, Cunningham.    | Mrs. B. L. Reed, Reading, Mich.        |
| Miss Emma Chadbourn, Wilmington.      | Charles Root, Raleigh.                 |
| Mrs. W. H. Chadbourn, Wilmington.     | Miss Verlester Rhodes, Durham.         |
| Miss Mittie Dowd, Raleigh.            | Rev. Bennett Smedes, Raleigh.          |
| Miss Mary F. Dickson, Morganton.      | A. H. Slocumb, Fayetteville.           |
| Miss S. O'H. Dickson, Winston.        | Miss Florence W. Slater, Raleigh.      |
| Miss Eugenia Estill, Savannah, Ga.    | Miss Gertrude Siewers, Salem.          |
| Miss Susie P. Elliott, Danville, Va.  | Miss Minnie Smith, Glen Springs, S. C. |
| Miss Agnes Eppes, City Point, Va.     | Miss Bella E. Skinner, Hertford.       |
| Miss Mary Eppes, City Point, Va.      | Miss Fannie L. Starr, Danville, Va.    |
| Miss Mamie Everett, Brooklyn, N. Y.   | Miss Effa L. Sells, Ocala, Fla.        |
| Miss Helen Fowle, Raleigh.            | Miss Adelia Taylor, Claresville, Va.   |
| Miss Kate D. Fuller, Raleigh.         | Miss Flora L. Terry, Ansonia, Conn.    |
| Miss Sudie Faison, Mt. Olive.         | Miss Mabel Upchurch, Raleigh.          |
| Miss Mary Giles, Greenwood, S. C.     | Mrs. J. C. Von Buhlow, Hickory.        |
| Miss Persis Giles, Greenwood, S. C.   | C. H. Walker, LaGrange.                |
| J. Bryan Grimes, Grimesland.          | Miss Maggie A. Ward, Raleigh.          |
| Miss Mary B. Grimes, Grimesland.      | W. L. Weber, Bingham School.           |
| S. E. Gidney, Shelby.                 | S. A. Woodard, Wilson.                 |
| Miss S. Isabel Graves, Mt. Airy.      | Miss V. L. Wilson, Clarksville, Va.    |
| Miss L. W. Garrett, Medoc.            | Charles F. Wadsworth, Concord.         |
| J. P. Haskitt, Kinston.               | Miss Sara B. Willits, Reading, Mich.   |
| Miss Beatrice Holmes, Bowman's Bluff. | Miss S. C. Wells, Raleigh.             |
| Miss Eva C. Hill, Maxton.             | Miss Caro S. Zeigler, Ocala, Fla.      |
| Joseph Hobgood, Battleboro.           |  |

As it is necessary to have chaperones with every party of travelers, that pleasant duty was assigned to all the married ladies of our company.

## ITINERARY.

JULY 7, 1889 (*Sunday*).—Leave New York, steamer "State of Nevada."

JULY 18 (*Thursday*).—Arrive at Glasgow, Scotland.

## AT GLASGOW.

JULY 19 (*Friday*).—Visit to Ayr, home of "Robbie Burns," the poet-laureate of Scotland.

JULY 20 (*Saturday*).—Through the Trossachs of Scotland. Rail to Balloch; steamer across Loch Lomond; coaches to Stronachlachar; steamer across Loch Katerine, the scene of "Lady of the Lake"; coaches through the Trossachs to Callander; railway to Stirling Castle and Edinboro.

## AT EDINBORO.

JULY 21 (*Sunday*).—At the Scotch Capital.

JULY 22 (*Monday*).—Visit "The Castle," Holyrood Palace, the Art Museums, Nelson's Monument, Edinboro University and John Knox's home.

JULY 23 (*Tuesday*).—*En route* for London.

## AT LONDON.

JULY 24, 25, 26, 27, 28, 29 (*Wednesday, Thursday, Friday, Saturday, Sunday, Monday*).—Sunday, 9:30 A. M., attend sermon at Rev. Charles H. Spurgeon's Tabernacle; 4 P. M., service by Canon Farrar; St. Paul's Cathedral; excursion to Hampton Court, Kew Gardens and Aldershot. Visits to Tower of London, Parliament Buildings, Hyde Park, British Museum, Crystal Palace, Westminster Abbey, and other noted places in the World's capital.

JULY 30 (*Tuesday*).—*En route* for Paris.

## AT PARIS.

JULY 31, AUGUST 1, 2, 3, 4, 5 (*Wednesday, Thursday, Friday, Saturday, Sunday, Monday*).—Visit the Exposition, Tuilleries, Louvre, Palais Royal, Place de la Concorde, Notre Dame, Art Galleries, and other places of interest. Excursions to Versailles, St. Cloud, Sevres, etc.

AUGUST 5 (*Monday night*).—Return to London.

AUGUST 6, 7 (*Tuesday, Wednesday*).—Excursion to Windsor Palace.

AUGUST 8, 9 (*Thursday, Friday*).—Visit to Shakspeare's Home at Stratford-on-Avon and return to Glasgow.

## AT BELFAST.

AUGUST 10 (*Saturday*).—The day spent at Larne and Belfast.

AUGUST 10 (*Saturday*).—Leave Larne for New York.

AUGUST 21 (*Wednesday*).—Arrive at New York.

## HOTELS.

CALEDONIAN CENTRAL HOTEL, at Glasgow; WINDSOR, PALACE and CLARENDON, at Edinboro; MANCHESTER HOTEL, at London; HOTELS EXCELSIOR, ALBION and ST. JAMES, at Paris.



## ARE THEY NOT MISTAKEN?

Are not those teachers mistaken who attempt to explain why their work is not satisfactory by showing that the committees and patrons do not give support, financially and morally, that insures success? A superintendent is sometimes found who believes in a certain work or plan, who would like to try it, but the people of the country would not support him, and he will therefore wait until they are "educated up to the idea." A great many fail to plan and execute good work, because public opinion would not endorse them. We hear of philanthropists and reformers "living in advance of their times," suffering obscurity and neglect, simply because people cannot appreciate what is noble and good. And we sometimes find teachers, also, complaining that their work is not understood and the value of their efforts recognized.

Complaint is made that parents will not send their children regularly; that they require work at home mornings that prevents punctuality; that they will not accept their suggestions; that the committees will not visit the schools; will not buy the necessary school furniture and supplies, etc., etc., and under this great load of grievances they sit sorrowfully down and declare that "their hands are tied"; that they have no opportunity for doing anything, such as the teacher in the adjoining district enjoys, and such as once favored them in some other county or State. Are they not all mistaken? Can men live in advance of Truth and Right? Must we do wrong because the people have not a love for the right? Not at all! The world is always prepared for what is good, pleasant and profitable. Those engaged in the work can no more be conquered than those eternal principles can be crushed.

Teachers and others should "force the fight." Should waste no time waiting for the "coming opportunity," but should seize the opportunities of the present and make the most of them. Do not parents who keep their children at home feel that they are just about as "well off at home as at school?" Do not committees refuse supplies because they fear that the teacher will not make good use of them, and that the money of the district will thus be "fritted" away? Is it reasonable to ask committees to spend money in this way unless a belief may be entertained that there will be some return? It is very proper that committees should question a teacher closely concerning the use to be made of these supplies, the care to be taken of them and the results to be reached by the use of them. Unless the teacher is explicit in these points the committees may well hesitate.

If the teacher finds the committees hesitating and doubtful, it is not well for him to make an attempt to prove the value of his services anyway? Is it well for any teacher to fail of his duty because some other person fails of his? And if the attempt should involve a slight expenditure on the teacher's part, is there not a probable return with heavy interest? Let the teachers consider this question carefully, in a professional way, independently of individual relations with committees or of legal rights, or simply in a business way. If the teacher must choose between success and some individual expense, or failure and no expense, should he hesitate? We believe that there can be but one answer to this question. Like every other business man, he must succeed by the use of any and all honorable means.—*Country and Village Schools.*

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Teach pupils to weigh every word, phrase, and sentence of the lesson.



TEACH THEM TO WORK.

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There is just one road to success, and that is the road of hard work. All sorts of short cuts have been devised and tried by people, but they have all been short cuts to failure. The long road of hard work is the only highway that leads to success; all by-paths end in the swamp. This is the great lesson that ought to be taught to our boys to-day. There is a great deal of bad teaching in our families and schools. Every kind of teaching is bad which inclines a boy to trust to something else than hard work for success.

One trouble with a good deal of the teaching of boys is that it fixes their minds on the reward rather than on the work. Activity is the necessity of every strong nature; a lazy boy is a sick boy or a defective boy. Boys ought to be taught to love hard work for itself, without reference to its rewards. There is no fear about the success of the man who loves hard work; if he does not achieve the one particular thing he wants, he will get happiness out of the work itself. It is useless to tell the boys that this world is a place in which everybody gets what he wants. It is a world in which very few get what they want.

Frank, honest teaching is greatly needed; teaching which will make boys understand that life is full of hard work, that no one particular success can be counted on, but that the man who is willing to work, who is honest and true, is the man who will stand the best chance of becoming prosperous and influential, and is the man who will, under any circumstances, have the supreme satisfaction of having done his work like a man.—*Christian Union*.

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Self-composure and self-confidence are necessary for the good reader. Encourage these frequently.



# FIRST STEPS IN NORTH CAROLINA HISTORY BY MRS. C. P. SPENCER.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

This unpretending little volume is the faithful execution of a noble and needful work. Even the thoughtful and candid preface deserves to be pondered, particularly by the young for whose special benefit the work was prepared and to whom it is dedicated. Although written mainly for the young, it will be found interesting and profitable to persons of maturer years. As we read it we cannot but think with what delight it would have been hailed and devoured by some of those who have passed away, and in their day contributed so largely to the intellectual growth and honor of the State—George E. Badger, Governor Graham, Governor Swain, and her own distinguished and excellent father.

We think Mrs. Spencer has rendered a real service to the State in the preparation of this book and so letting the children of the State know what they owe to their fathers; what in trying times they did for the honor of the State and their own; repeating on a larger scale and on a more conspicuous theatre in the Confederate war what had been done in the war of the Revolution. It shows how the State has been animated by the same spirit continuously from the earliest period to the present; always modest, grave, sincere, trustworthy and brave. From the time of Sir Walter Raleigh to the Mecklenburg Declaration we shall find the sky flushed with the finest tints of the morning and afterwards broadening and deepening to the glorious splendors of midday. This book contains the very sort of knowledge which the young people of the State should have. The spirit of enlightened patriotism rests upon a

foundation of knowledge of what the Past has been and what men in the Past have done, and over even less poetic aspects of the Past time and tradition throw back a legendary glory, as buildings not in themselves picturesque become pleasing when ivy-crowned and moss-covered.

The State is a sort of world in miniature, since, as the authoress informs us, "There are no plants, no trees or flowers, or grass grown in any of the United States that will not flourish in North Carolina." The style of the work is simple, clear and unambitious, as befits its character and purpose. We have just what was wanted, a judicious selection and compression of multifarious and widely scattered materials wrought into a succinct and coherent narrative. There was no room for fine writing, and no call for fine writing, but to the North Carolinian, old or young, of high or low degree, it will be found equally interesting and instructive. She teaches incidentally, in the course of her narrative, with great humor and force, the most important moral and economic maxims, as for example, speaking of the native Indians who three hundred years ago roamed this cultivated territory, now a wilderness, then a waste, howling wilderness, she says: "The men left all kinds of work except that of hunting to the women. *All ignorant savages have this sort of pride and despise honest labor.*" A sentiment and sentence that should be written in golden letters.

It clearly appears from the narrative and from the interrupted annals of the State in its opening years, that the country was settled by men very different in character, who came to this distant and dangerous region for reasons not only diverse but opposite in their nature. The early comers were men in quest of gold and fond of wild adventure. The later immigrants were men of another and far superior type—men of conscience, men of faith, men of prayer, men of God, who fled to this continent because persecuted



at home for worshipping the God of Heaven in the way they thought most agreeable to His nature and will as expressed in His word. Their purpose in coming—their sole and sublime purpose, for which they were content to endure not only banishment and exile, but if need were, torture and death—was “Freedom to worship God”! To pious and generous men of all the forms and fruits of liberty the most essential and the most precious.

The history of every people is one, as the history of every individual is one from infancy to old age. And the earlier periods of both, though least known or remembered, are really the most important and enduring, because the most plastic and formative. Mrs. Spencer modestly disclaims, on the behalf of the State, any very high romantic or poetic interest in its early annals like that of the early legends of Virginia, which is as bright with traditionary incident, real or fabled, as the early annals of ancient Rome.

The third chapter of Macaulay's History of England is justly regarded as the most fascinating and instructive of that incomparable work. In that celebrated chapter he gives us a vivid picture of England as it was at the time of the death of Charles II. and the accession of James II.; what was its aspect and actual condition; how the people lived; how unlike England then to the England of to-day; what was the business of the towns; what their police arrangements; the common modes of conveyance; the condition of the roads; the customs and sports of the people. “Could the England of 1685 (he says) be by some magical process set before us, we should not know one landscape in a hundred or one building in ten thousand. Everything has been changed but the great features of nature and durable works of human art.” He sets before us the customs and taxes with the collectors, the rise of the standing army, the more rapid growth of the more popular

and less dangerous maritime force, the methods and rewards of agriculture, the quality of domestic animals, the manners of the country squire and the place of the clergyman in society.

Now this is the true method of writing history, the method observed by the Father of History, the method observed by the earliest of the sacred writers of all writers of history, the most picturesque and the most graphic. By happy instinct or deliberate choice, Mrs. Spencer adopts this conception of history, condescending to depict the ordinary aspects of the life of the times, but she tells us things that only a woman would notice or know; things which would altogether escape or baffle the coarser optics of a man. For example, she tells us what was worn and delighted in by the more wealthy and aspiring of the North Carolina ladies of the middle of the century (p. 72): The cherry-colored ribbons, etc. This, under her account of the Confederate times and trials, great and small, is the most exact and impressive anywhere to be found. She tells of the great battles and their results, and she tells of the Confederate experiences at home—how the people, rich and poor alike, fared, what ingenious devices the ladies fell upon to renew their wardrobes in the destitution of all they had been accustomed to wear, and we may add, how charming they looked in their simple attire of homespun or better stuff adapt with deft fingers; now, for a gentleman to wear broadcloth was, as the French would say, to be guilty of incivism. Some, who by some singular fortune were able to procure something of that sort during the war, were glad enough to resign it in favor of their wives and daughters. This chapter is perhaps the most perfect picture of the dark days of the Confederacy that we have. Those for whom the book was written can hardly appreciate what they read, for they have never known—may they never know—anything like it. Their parents



will have the sad recollection of that never-to-be-forgotten period vividly renewed.

Suffering from what the French call the embarrassment of riches, Mrs. Spencer has not been able to give an extended notice, if any, of some of the most interesting and exalted characters who have illustrated the annals of the State. Certain it is that naught is set down in malice. She sheds a generous tear over the graves of the fallen heroes. Pettigrew, a man whose gifts and attainments in science and scholarship made him the pride of the University, and whose patriotism and military ardor fitted him to serve his country equally and alike in war and in peace.

There was a kindred spirit, like him an *alumnus* of the University, whose last letter, written on the day of his lamented death, was for an oil painting of himself for the Philanthropic Hall, to be presented at the request of his young friends. A more gallant soldier, a more ardent patriot, a truer hero, could not be found in that band and brotherhood of heroes. Returning from Europe to enter the army; from the beginning to the end of the war in arms in the defence of his home and his people; at the head of the last charge at Appomattox; with seven horses shot under him during the period of his military career; twice publicly thanked by General Lee for signal and splendid service; after all his perils and exploits he survived the war, to be slain by the base hand of a hired assassin! Light lie the sod that wraps all that was mortal of the man, the patriot, the soldier, the hero! The name of General Bryan Grimes can never be mentioned without admiration and gratitude by any one who knew the man or loved the State!

Sir Walter Scott never described a more dauntless and gallant hero.

On each adventure rash he roved  
As danger for itself he loved.

Mrs. Spencer pays a very high and just tribute to Governor Graham, who in the assemblage and balance of his high qualities, in the serene harmony of all his great powers, in the singular blending of consummate prudence with loftiness of mind, may remind us of the Father of his Country, the matchless Washington. Perhaps the most perfect production that ever proceeded from his pen was the tribute he so heartily bestowed upon his treasured and life-long friend, the Hon. George E. Badger. Taking him for all in all, Mr. Badger was, in the general opinion, the most brilliant man the State has ever produced. A judge when little more than a boy, only twenty-five years of age; for many years not only at the head of the bar in his own State, but in the forefront of the most distinguished practitioners in the Supreme Court of the United States; for many years a leading member of the United States Senate, by common consent worthy of any place in any court of the land or in any assemblage of the most noted and noble men; a member of the Cabinet; a man not only of unblemished moral character, but of Christian piety; a learned theologian, to whose ability and zeal not only has the church to which he belonged owed a high and sacred debt, but our common Protestantism; his mind "rich with the spoils of time" in every department of English literature; an unrivalled conversationalist, it is truly not extravagant to call him an admirable Creighton,

"Where every god did seem to set his seal  
To give the work assurance of a man."

May we not hope that in a more extended and elaborate work, of which the present is only the prelude and the promise, the accomplished authoress who has already laid the State under lasting obligations, will lend the charm of her genius and her pen to the delineation of other illustrious men excluded by the narrow limits of her present work?



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., }  
E. ALEXANDER, PH. D., } EDITORS, CHAPEL HILL, N. C.

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## OUR CLASSICAL TEACHERS IN EUROPE.

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About twenty-five classical teachers were members of the Assembly Excursion Party that spent the summer vacation in Europe. The pleasures of such a trip, however brief, and its advantages to a classical student are beyond calculation. His intellectual horizon has been enlarged and he sees with a clearer vision the spirit and the power of the ancient civilization. Classic art in sculpture, architecture and religious symbolism have illuminated for him classical literature and given life to what was dead. Who could visit the British Museum and inspect the Elgin Marbles or the Portland Vase without feeling a deep reverence for and a noble sympathy with the race that created such immortal works? Who could stand before the Three Fates, that almost superhuman personification of the idea of destiny, that rare combination of human beauty and Divine repose and power, without longing to read a Greek tragedy? How full of meaning is Horace's "bachelor poplar" or "the vine wedded to the elm" when one has seen an Italian landscape with vines garlanded about the elms and hanging in festoons from tree to tree, while the trim and stately poplars stand in solitary grandeur along the roadside? Who that ever saw the little Neapolitan donkey weighed down and nearly buried underneath enormous basket panniers full of garden truck, with long ears drooping down in hopeless submission, does not laugh heartily over Horace surrendering to the impertinence of the bore (who wished

an introduction to Maecenas), and exclaiming, "I lower my ears like a surly little donkey that has on his back a heavier load than he can bear." The sarcophagi, the statues, the bas-reliefs, the mosaics and the historical paintings in the Louvre, the British Museum, the National Gallery and the South Kensington Museum furnished our teachers wonderful lessons, real object-lessons, in classical art, mythology and literature.

On a brief trip like ours it was not possible to accumulate facts, but there was no limitation to the receiving of impressions. The new light that we saw revealed to us in new power and beauty all that we had learned of the ancient people. It is not easy to catch from books the spirit of the classical ages, but in art it lives and breathes and exhibits itself to even the dullest mind. How powerfully does the Apollo Belvedere or the Venus de Melos speak to the eye and the soul of the sympathetic classical student! Even the illiterate and ignorant must stand in awe before them and receive impressions that will not fade.

There is a classic touch and suggestiveness in the European landscape that few American scenes afford. The land of Wordsworth and the land of Burns may well excite emotions that thrilled the bosom of the wanderer in the Vale of Tempe or along the banks of the Aufidus. The inspiration of such scenes sets the heart a throbbing to the music of Nature's minstrels, of Burns and Wordsworth; and leads us back into antiquity, when man was a child of nature, singing and dancing as the wild bird or the play-some animal.

No one can look upon Edinburgh with her crags and mountains, her palaces and towers and fortress, her noble Firth, her inspiring monuments and splendid buildings without seeing something of the grandeur and glory and beauty of the capital of Attica.



A trip through Scotland and England, a week of dreaming amid the Scotch highlands and the English lakes, the memory refreshed and the soul warmed by the reading of Scott, Burns, Wordsworth, Shakespeare, these are the best preparation for the study of the classical authors. Such pleasures have been and are ours, and long will we cherish them. We return to the work of classical instruction with warmer enthusiasm and a more liberal sympathy with the genius of antiquity. We recognize classical culture as the basis and guide of modern culture and classical literature as the model and the test of literary excellence.

G. T. W.

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#### FIRST ANNUAL MEETING OF THE NORTH CAROLINA CLASSICAL ASSOCIATION.

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June 25th, 1889, was set apart by the Teachers' Assembly for the work of the Classical Association. In the forenoon of "Classical Day" the President, Professor George T. Winston, opened the exercises with a discussion of "Sight-reading." It is intended that this, with other papers presented before the Association, shall be published in full in this department. No attempt will therefore be made to print abstracts now.

Dr. Richard H. Lewis read a paper on "Some Uses of Latin."

Professor E. Alexander offered some suggestions on "Elementary Classical Instruction."

Professor James H. Horner, who was on the programme for a discussion of the "Analysis of Sentences," was called away before the day of meeting. His paper will, however, be published in a future number.

Dr. G. W. Manly gave his views on "How to Acquire and Retain a Vocabulary."

Professor Hugh Morson read a paper on the "Advantages of Classical Training in forming a Literary Taste."

In the evening a lecture was delivered before the Association by Professor E. Alexander on the subject "Mythology and Folk-lore."

After the lecture a business meeting was held and officers for 1889-'90 were elected, as follows:

President—James H. Horner, Oxford; Secretary—Hugh Morson, Raleigh; Vice-Presidents—G. W. Manly, Wake Forest; Frank Wilkinson, Tarboro; J. E. Kelly, Raleigh. The President and Secretary were empowered to appoint five other members to serve with themselves as an Executive Committee. The names of a number of classical teachers were added to the roll of members. The Association then adjourned to meet during the next session of the Teachers' Assembly in June, 1890.

GEO. T. WINSTON,  
*President.*

E. ALEXANDER,  
*Secretary.*

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## ELEMENTARY CLASSICAL INSTRUCTION.

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A PAPER READ BEFORE THE N. C. CLASSICAL ASSOCIATION, JUNE, 1889.

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BY E. ALEXANDER, CHAPEL HILL, N. C.

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It is the easiest of things to tell other people how this or that ought to be done. Those of us who have succeeded least well ourselves are often the readiest at giving advice. A certain magazine recently published a symposium on the proper age for girls to enter the married state; of the writers who took part in the discussion one was a man and four were old maids.



The wisest instruction about restoring to fertility worn-out lands is constantly given in an agricultural journal by an acquaintance of mine who has, and has had for twenty-five years, a farm that grows poorer and poorer every year. He knows how to bring back departed richness to his fields, but he never does it; the four elderly females knew perfectly the correct age for marriage, but their pretty theories are theories still.

So we who teach are prone to talk for hours about methods of teaching of which our own pupils never get any benefit. There is far more in the teacher than in the method. A good maker of bread hardly knows how she makes it. She has the bread-making knack—seldom measures her materials, often varies her method, but no matter how she goes about her work she always makes good bread. And the best teachers of Greek and Latin that any of us ever had were men and women who put in a pinch of pronunciation here, a handful or two of grammar there, varying amounts of translating and parsing and exercise-writing, apparently without thinking how they were teaching us. Not all of us can do as they did, and it is our fate to listen to the poor farmers and old maids and unlucky bread-makers of classical teaching.

There is one thing on which, I think, success with our elementary classes largely depends: that is, the devoting of considerable time, at the very beginning, to making pupils perfectly familiar with the looks and sounds of Greek and Latin words. No matter what pronunciation is used, beginners feel that there is a strangeness about the words which they meet, and this lack of familiarity surely hinders pupils in their progress more than we are accustomed to believe. This is a matter of greater moment in Greek than in Latin, but important in both.

With beginners, I think it is a good plan to spend as much time as may be necessary in having them do almost



nothing but read in the new language, without translating, until they are able to pronounce any word without stopping to think how they are going to pronounce it. Of course the nicer points of pronunciation are not possible at this stage. Time will be saved, over and over again, even if some weeks should be spent solely this way. With this readiness of pronouncing, Greek becomes easy to teach and easy to learn—without it, it never ceases to be difficult and unsatisfactory.

In these early weeks, much besides readiness of utterance can be taught at the same time. Perhaps I can best explain by taking an actual example: A little girl of twelve or thirteen years went to her father some months ago and asked him to teach her Greek. Like most teachers' children, she had never learned anything worth mentioning. She was studying arithmetic, English grammar, geography and Latin at school. The Latin she had lately begun.

For her first lesson in Greek she was shown those letters which differ essentially from the English form, and how to pronounce a few words. Perfect knowledge of the little attempted was required before each further step was taken. The forms of the article were read to her, as she looked on the printed page, and then she pronounced them herself. Almost before she was aware of it she could decline the article. And then she was surprised to find that knowing the article, with two slight changes she knew fairly well two of the three declensions of nouns. No lessons in the grammar were assigned. Her work of preparation was at first merely to pronounce each day a few Greek sentences, to notice carefully the facts that had been shown to her and to be able to apply them. Very little was attempted at once, but the constant use and application of everything previously learned were insisted upon. If teachers do not

adopt these two principles, a little at a time and that perfectly done, failure is sure to result.

In a day or two the Lord's Prayer was read to her in the Greek, and she then read it herself until she could pronounce it fluently and knew it by heart. The Lord's Prayer was for some time the basis of instruction. From it she learned the meanings of thirty-nine distinct words, of which more than thirty are very common; the general principles of accent; all the plural of the personal pronoun of the first person and certain forms of the second; the use of the imperative mood and one use of the subjunctive; the use of four of the commonest prepositions and the commonest conjunctions; a good many forms of nouns of the first and second declensions, and some of the third; six distinct verb forms. This was by no means all, but it is enough to show you what can be done with the seventy-two words of the Lord's Prayer in Greek, and that, too, while the principal object in view was that the child should learn to pronounce just as readily as if she were pronouncing her own language.

The same method continued for three or four months, though she was soon put into an easy Greek reader (Moss's). Every sentence of the lesson for the following day was, from the first, translated to her, except that all words which she had seen before were left for her to translate. She wrote upon a list, kept for that purpose, each new word as she came to it in her daily lessons. No pains were spared to make her understand clearly each point, but explanations were, wherever possible, based upon what she already knew, either by comparison or contrast, and no fact was told her which she could be brought to tell herself. In this way she read about fifteen pages of the reader, learning grammatical forms as she came to them in the reading. She can distinguish at a glance the case and number of any noun, except a few irregular nouns of the third declension; she



knows the pronouns and adjectives in the same way, and most of the forms of the regular verb, and some of the irregular verbs are reasonably familiar; she has command of a vocabulary of about four hundred words.

Sometime ago she saw of what use the grammar could be to her, and began herself to look up what she needed in it. She had to be shown how to do this, of course. No attempt has yet been made, except in the simplest fashion, to have her turn English into Greek.

Since vacation began, she has memorized one or two verses of the Greek Testament every day, merely in order that what she has already learned may not be forgotten. During the next session she will take up, with the reading of easy Greek, the grammar as a part of her regular instruction, but the method previously used will not be abandoned.

This was an unpromising experiment. The little girl, when she began Greek, did not know what was meant by such terms as subject and object, nominative case, passive voice, etc. With a class of pupils such as we usually have for beginners in Greek, the plan used in teaching her would be more successful.

One reason why we so often fail to secure the best results from our teaching of Latin and Greek (the same is of course true of instruction in other subjects) is because we do not show our pupils how to do what we want them to do. If we would put ourselves in their places, remembering our own trials and tribulations of five or ten or twenty years ago, we could easily see the good that might come from making plain to them how to go about their work. More can be done for a pupil in ten minutes spent with him while he is studying than in an hour of recitation.

The Latin and Greek introductory books, as they are called, are never exactly what is wanted—possibly no textbook is just that. The best that can be said of many of them is that they are better than they would be if they



were worse than they are. I suppose that Collar's book for Latin and the new edition of Harkness for Greek are about as good as any now in use. Doctors Harper and Waters are about to publish an inductive Greek method which may be better.\* There is some reason for hoping that the President of this Association will at sometime prepare a beginner's Latin book which will be exactly what is wanted. I think, however, that no good teacher will follow precisely anybody's text-book.

We would do well to systematize our teaching of Latin and Greek more perfectly than we are in the habit of doing. I am sure that we should accomplish far more if, instead of trying to teach the same class all grammatical forms, syntax of cases and moods, translation, composition and everything else at the same time, we should map out carefully certain matters to be dwelt upon at certain periods and require our classes to attend to these and these only until they know them accurately. There is at present too much of general knowledge of all that our pupils are set to learn, and general knowledge, you know, has been defined as "a general ignorance of a subject, and a particular ignorance of all the details of that subject." One thing at a time, no matter what it is, and that one thing thoroughly learned is better than the vague learning of any number of subjects. While our classes are reading Cæsar, for example, they can be required to review declensions of nouns, adjectives and pronouns, and, for so long a time as may be necessary for them to know these accurately, do nothing else except translate; then they may pass on to a review of verbs, etc., in the same way. Certain periods may, similarly, be devoted to the use of prepositions, to the syntax of each case separately, to the uses of the subjunction, and to other matters which we often jumble together in hopeless

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\*The book has been published since this was written. It will be reviewed in a later number.

confusion. Each teacher's own experience will tell him best what particular topics to dwell upon in connection with certain parts of the reading.

It is a good plan to have even young students take notes on points explained in the class-room from day to day. If there is, as there should be, a daily review of the previous day's advance lessons a great deal can be accomplished by this means.

We ought to insist upon larger amounts of reading. In order to make this possible, the first reading ought to be that of the easiest texts. It is much better, I think, for a class that has finished an introductory book to read Cornelius Nepos than to read Cæsar; then, when Cæsar is begun, the few very difficult chapters ought either to be first translated to the class or else passed over entirely until they come to review the parts already read. I always feel like taking off my hat to Cornelius Nepos because he knew so well how to write simply and clearly. He is an author who ought to be read more in schools than is now the case. After reading Cæsar it is customary to read Virgil. This is unjust to our students and to Virgil. Virgil ought to be read by college classes, and read in large instalments. Ovid is in every way more suitable to follow Cæsar.

In Greek, much is to be gained by using, immediately after the introductory book, a little work which gives in about sixty pages the story of the Anabasis, in Xenophon's own words, but omits those chapters and portions of chapters which offer unusual difficulties. Then the Anabasis itself can be read with great readiness, and teachers will find that time is also saved by this plan. Just as I do not believe that Virgil should be read by preparatory classes, so I do not believe that the preparatory school is the place for Homer. The whole time of preparatory drill can be more profitably spent on Xenophon, reading more of the Anabasis than is commonly read.



More use can be made of the Greek and Latin Testaments than we are wont to suppose. Nothing is better than these for sight-reading and to give variety to instruction, quite aside from other advantages which suggest themselves to all of us. The fact that the style is not purely classical will not hurt scholarship. Prose composition is absolutely essential, but in the earlier stages of instruction the sentences assigned cannot be too simple. I am inclined to think that better work can be accomplished by preparing for the use of our students sentences based upon the text which they happen to be reading, than by assigning exercises from one of the usual exercise books.

I hope none of you will get the idea, from what I have said about giving our students easy reading matter and making their way clear for them, that I think there is a royal road to Latin and Greek. There is none, and there ought to be none. The time is surely coming, if it has not now come, when we shall see the bad effect of doing all of our pupils' work for them. That is the course of what is called the modern education, and will make weaklings of minds that might be strong; although modern education is not in itself to blame for this: the fault lies with those who refuse to believe that anything old is good, or anything that is new can be bad.

E. A.

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## TWO EXCELLENT CLASSICAL BOOKS.

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We do not often have the pleasure of recommending classical books more heartily than two recent publications of Ginn & Co.'s, to-wit; Collar's "Practical Latin Composition," and Harrington's "Helps to the Intelligent Study of College Preparatory Latin." The "Composition" con-



sists of a series of carefully graded exercises for translation into Latin, both oral and written, based upon well selected Latin texts which are reprinted in the end of the volume. The words employed by the Latin writers are re-employed in new combinations by the pupil, who thus becomes familiar with the Latin text by frequent handling of the same words and ideas, re-arranged by himself. This plan of instruction we have had occasion to employ for several years with gratifying results, and we cheerfully recommend Prof. Collar's book as being logically arranged, attractive and progressive. We especially endorse his idea of the chief purpose that should control the pupil's work in Latin composition:

"The training of the mind, not the imparting of knowledge, is the chief function in education. Given, then, the Latin language as an instrument of mental training, the question is, how can it be best used to accomplish the end for which it is peculiarly suited, that is, to induce a patient, cautious, exact and thoughtful habit of mind? This small book is an attempt to answer that question."

Harrington's "Helps" is a compendium of information and a list of authorities on Cæsar, Virgil and Cicero, which every teacher and most pupils should have. It is full of valuable suggestions, and we wish it a wide circulation.

G. T. W.

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## DISCIPLINE AND SCHOOL MANAGEMENT.

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In calling classes to recitation, or in dismissing school, it is well to observe some regular signals. Of all those in use, perhaps the most common and generally satisfactory are those which are based on the number *three*: thus, *one* signifies "prepare to rise"; *two*, "rise," and *three*, "pass." These can be given by count, tap of bell, by signal with pencil on the desk, etc.—*Selected*.

# IN THE SCHOOL-ROOM.

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## A VERY BAD CASE.

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SPEECH FOR A LITTLE GIRL,

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What is it ails my dollie dear?  
I'm not quite sure, I know.  
She's very sick; and if she dies  
'Twill be a fearful blow.

She's got "ammonia" in her lungs,  
"Plumbago" in her back,  
A "tepid" liver, and a cough  
That keeps her on the rack.

She's got an "ulster" in her throat;  
And "bunions" on her hand;  
Her skull is pressing on her brain—  
'Twill have to be "japann'd."

I think I'll send for Doctor Jones,  
And Doctors Price and Bell;  
They'll hold a "consolation" then,  
And maybe she'll get well.

—*Harper's Young People.*

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## SOME KINGS.

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The most powerful king on earth is *wor-king*; the laziest king, *lur-king*; the meanest king, *shir-king*; the most disgusting, *smir-king*; and the most popular, *smo-king*; and

the most disreputable, *jo-king*; and the thirstiest one, *drinking*; and the slyest, *win-king*; and the most garrulous one, *tal-king*. And there is the *bac-king*, whose trade's a perfect mine; the dark-skinned monarch *blac-king*, who cuts the greatest shine; not to speak of *ran-king*, whose title's out of the question; or famous ruler, *ba-king*, of good finance digestion.—*Exchange*.

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### MY LAND.

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She is a rich and rare land;  
Oh! she's a fresh and fair land;  
She is a dear and rare land—  
This native land of mine.

No men than hers are braver—  
Her women's hearts ne'er waver;  
I'd freely die to save her,  
And think my lot divine.

She's not a dull and cold land—  
No! she's a warm and bold land;  
Oh! she's a true and old land—  
This native land of mine.

Could beauty ever guard her,  
And virtue still reward her,  
No foe would cross her border,  
No friend within her pine!

Oh, she's a fresh and fair land;  
Oh, she's a true and rare land!  
Yes, she's a rare and fair land—  
This native land of mine.

—*Selected*.



## TRY TO READ THIS RAPIDLY.

Gaze on the gay gray brigade.  
The sea ceaseth, and it sufficeth us.  
Say, should such a shapely sash shabby stitches show?  
Strange strategic statistics.  
Cassell's solicitor shyly slashes a sloe.  
A thistle sifter full of sifted thistles.  
Give Grimes Jim's great gilt gig whip.  
Sarah in a shawl shoveled soft snow slowly.  
She sells sea shells.  
A cup of coffee in a copper coffee cup.  
Smith's spirit flask split Philip's sixth sister's fifth squirrel's skull.  
The Leith police dismisseth us.  
Mr. Fisk wished to whisk whisky.

## THE SIZE OF HEAVEN.

[Republished by request.—EDITOR.]

The twenty-first chapter of Revelations gives the measurement. The most interesting calculation on the subject is that of Captain J. B. Sharkley, a measurer of vessels in the Boston custom-house. He takes the statement in Revelation xxi. and figures it out thus: "And he measured the city with the reed 12,000 furlongs. The length and the breadth and the height are equal. Twelve thousand furlongs—7,920,000 feet cubed—497,793,088,000,000,000,000 feet. Reserving one-half of this space for the throne and court of Heaven, and one-half of the remainder for streets, we have 124,198,273,000,000,000,000 rooms. We will suppose the world always did and always will con-

tain 900,000,000 inhabitants and that a generation lasts  $31\frac{1}{8}$  years, making in all 2,970,000,000 every century, and that the world will stand 1,000,000 years or 10,000 centuries, 29,700,000,000 inhabitants. Now, suppose there are 100 worlds like this, equal in the number of inhabitants and duration of years, a total of 2,970,000,000,000,000 persons, there would be more than 100 rooms 16 feet square for each and every person.

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### A CHILD'S TIME-TABLE.

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Sixty Seconds in a Minute;  
Here's your task so now begin it.

Sixty Minutes in an Hour;  
Do your work with all your power.

Twelve good Hours in every Day;  
Time for work and time for play.

Twenty-four for Day and Night;  
Some for darkness, some for light.

Every Week of Days has Seven;  
All are good, since all from Heaven.

Yet the First, the Day of Rest,  
Ever must we count the best.

Lunar Months of Weeks have Four;  
Calendar, a few days more.

Twelve new Months in every Year;  
Each in turn is coming near.

Winter, Summer, Autumn, Spring,  
All their pleasant changes ring.

Century!—a Hundred Years;  
Leave with Heaven its hopes and fears.

## SHORT CUTS IN FIGURES.

## MULTIPLICATION.

- 35** Take the product of the 3 and 7, increase this by  
**75** one-half of the sum of these figures and prefix the  
 result to 25. That is 21 plus half of 7 and 3, or  
**2625** 21 plus 5, or 26. This rule will be found to hold  
 good with any two numbers each of which end with 5.
- 96.....4** To multiply 96 by 97: The *complement* of a num-  
**97.....3** ber is the difference between the number and the  
 unit of the next higher order. Thus the comple-  
**9312** ment of 96 is 4; of 97 is 3; of 987 is 13, etc. To  
 multiply these two numbers, multiply the complements,  
 4 and 3, and place the product, 12, in the answer. For  
 the remaining two figures subtract across, either the 4 from  
 the 97, leaving 93, or the 3 from the 96, leaving 93.  
 Apply this rule to other similar numbers.—*Exchange.*

## TO CURE IMPERFECT ENUNCIATION.

Pupils who have a tendency to *slur* should be made to read many times sentences similar to the following:

She has lost her ear-ring.—She has lost her hearing.

He lives in a nice house.—He lives in an ice house.

Let all men bend low.—Let tall men bend low.

He saw two beggars steal.—He sought to beg or steal.

This hand is clean.—This sand is clean.

He would pay nobody.—He would pain nobody.

That lasts till night.—That last still night.

It is the teacher's special duty to supply the want of exercise to the vocal organs.



# NORTH CAROLINA TEACHERS' ASSEMBLY.

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## OFFICERS 1889-'90.

HENRY L. SMITH, PRESIDENT, Davidson College, N. C.

HUGH MORSON, TREASURER, Raleigh, N. C.

EUGENE G. HARRELL, SECRETARY, Raleigh N. C.

The Seventh Annual Session will be held in the Assembly Building at the Atlantic Hotel, Morehead City, N. C., June, 1890.

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## SIXTH ANNUAL SESSION.

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### NOTES OF PROCEEDINGS.

MOREHEAD CITY, N. C.,

June 18th, 1889.

The North Carolina Teachers' Assembly is the largest, most successful and progressive body of educators to be found in the entire South, and it is not strange that it should attract to its annual sessions ambitious teachers from many other States of the Union, both from the far North and the extreme South, to join in the delightful work and pleasures of the session with thousands of our own teachers and friends of education.

When the Assembly, or "North Carolina Chautauqua," as it was first known, was organized by the editor of THE NORTH CAROLINA TEACHER, at Haywood, White Sulphur Springs, near Waynesville, in 1884, it at once struck the key-note of success, and the great heart of the profession has throbbed in closest sympathy with the organization, and each annual reunion of the teachers and their friends is looked forward to as the happiest time of the year, all the work of the school term is planned with a view to attendance at the Assembly, and this meeting seems to be in reality the *teachers'* "commencement," after the school commencements are all over.

The railroad tickets for the Assembly were put on sale on Saturday, June 15, and the trains of every day since then have been carrying numbers of people to Morehead City, and even before the arrival of the regular Assembly train to-day the Atlantic Hotel had awakened from its winter nap and was alive with happy Chautauquans ready for the Assembly work and enjoyments. The sixth annual session convenes to-morrow, and the attendance will be exceedingly large, the enrollment running up into the thousands.

The teachers were wise in selecting Morehead City as the permanent home of the Assembly, because the immense new Atlantic Hotel is the only house in the State which could accommodate even half the number in attendance. This great building, almost a city in itself, seems never to be full, as it always furnishes pleasant and comfortable quarters for every guest; and as these great crowds of people come and go there is never a complaint to be heard, but everybody expresses the greatest delight experienced in the visit to the Teachers' Assembly.

The regular work of the Assembly begins to-morrow evening at 8:30 o'clock, and was to have been opened in an address by Senator Z. B. Vance, but he found it impossible to be present on account of the condition of his health. The following letter of regret was received to-day by the Secretary:

GOMBROON, NEAR BLACK MOUNTAIN, N. C.,

June 15, 1889.

*Mr. Eugene Harrell, Secretary:*

MY DEAR SIR:—I regret to write you that I cannot attend the Teachers' Assembly, as expected. The high regard which I have for the Assembly and its purposes makes me anxious for you to know the reason.

Considering the condition of my health in consequence of what happened to me last winter, I have been advised to take an entire summer's rest. In accordance with this, I have declined all invitations, however pressing. The address which I delivered at Greensboro was upon an engagement six months old. I really need the rest and quiet of this mountain retreat and a cessation of literary labor. I pray you, therefore,



to make my excuse acceptable to all the members of the Assembly, and beg them to be assured that nothing but an earnest sense of what my health demands prevents my being with them.

Yours very truly,

Z. B. VANCE.

During the entire day, to-morrow, the members of the Assembly will enjoy a sail about the sound and to interesting places in the vicinity, given by the boatmen of Morehead City complimentary to the Assembly. This affords ample opportunity for thorough recovery from any of the fatigue of the trip, and it prepares the visitor to most truly and heartily enjoy the many pleasures and delights of the sojourn at the sea-side and the admirable and very superior literary work of the Assembly.

We do not believe that any other man in the State could please the crowd of guests of the Atlantic Hotel as Mr. R. B. Raney, the present manager, can. He is almost everywhere at the same time, giving thorough attention to every detail of the work necessary in conducting such a gigantic hotel, and he succeeds perfectly in pleasing every guest. The table fare is excellent in every particular, all the delicacies of the sea abounding, and the service in the dining-room could not be surpassed anywhere. The comforts of the Atlantic Hotel are fully equal to the delights of this most popular sea-side resort, and this combination of pleasures will attract thousands of both old and new guests to Morehead City this season. The restfulness of this place and the general air of refinement which prevails throughout the great crowd of visitors here afford just the pleasure and satisfaction which people seek in a summer home. Everything is strictly first-class—hotel, people, fare, service, sailing, fishing, bathing, hunting, music, location and conveniences. The weather is fine, thus permitting the guests to spend much of the time in the water in the fullest enjoyment of the invigorating salt air.



## FIRST DAY.

Wednesday, June 19, 1889.

The sixth annual session of the North Carolina Teachers' Assembly convened to-day, with a large crowd of teachers and friends of education in attendance. The President, Professor GEO. T. WINSTON, of the University, occupied the chair, and the Secretary, EUGENE G. HARRELL, of Raleigh, and the Treasurer, D. L. ELLIS, of Dunn, were in their places. The annual address of President Winston was exceedingly able and enthusiastic, giving new life and encouragement to the profession. His appeal to teachers to attain to higher success in their profession was very strong and will leave impressions which will abide for a long time in the State. His answer to the question, "Why am I a Teacher?" put several hundred teachers to thinking honestly upon their work in the school-room and inquiring as to whether or not their whole duty was being performed. He said:

When I behold an assemblage of this character my mind loves to dwell upon the true nobility of the teacher's life. His is not the power of merchandise or dominion, of fleets and armies, of steam and electricity:—in the solitary school-house, unknown by the world and unnoticed even by the passing traveler, mind and soul are at work upon mind and soul, silently, patiently and hopefully. As the sunlight and the moisture silently but powerfully call from the earth its mighty forests and clothe its valleys with verdure and beauty, so the school-master pours the light of knowledge upon the rich soil of childhood, and, planting there the seeds of a noble ambition, fills the world with workers and thinkers, with scholars and statesmen, with heroes and martyrs.

Others may build palaces and storehouses, railways and factories—the school-master is a builder of men. Others may test the strength of iron or the purity of gold, or may gather riches by a skilful manipulation of the market—the school-master is working out the possibilities of childhood. He is rolling away the stone from the sepulchre of ignorance, and calling into life a Franklin or a Newton, a Shakespeare or a Washington.

## "WHY AM I A TEACHER?"

Education is not on trial, but educators. "Why am I a teacher?" is the question that each of you should ask. The answer will be your ideal

of the teacher's life, and will determine the possibilities of your usefulness. If you are a teacher for the purpose of getting money to prepare for another profession, your heart is not in the school-room. How can you help to elevate the work which you desire to abandon as soon as possible? If you are a teacher because you are unable to be anything else, you are a living acknowledgment of your own incompetency and a proof of the degradation of your profession.

If you are a teacher for revenue only and expect some day to retire from business with an ample fortune, may the kindly providence that cares for ignorance and stupidity take you in special charge. Go, my friend, look for the buried treasures of Capt. Kidd, start a newspaper in Raleigh, keep a boarding-house, or run for the Legislature; do anything, believe in anything, hope for anything, except to make a fortune by teaching school.

If you are a teacher, my dear young lady, for the purpose of securing a wedding-trousseau, the recording angel will drop a tear and blot out your transgression, for society has denied you other opportunities of labor, and nature has endowed you richly with the qualities of a teacher. But, oh! what a price has been paid for each article that adorns the pedagogic bride! Flesh and blood have paid for flounces and furbelow. The wails of luckless urchins, the deviltry of fun-loving boys, the stupidity of dunces and the inquisitive glances of critical girls are now metamorphosed into the magnificent, mysterious and formidable paraphernalia of bustles and bangs, Gatling-gun sleeves and self-cocking bonnets.

In seeking the true conception of a teacher, I address myself only to those who can say "I am a teacher because I love to teach." If you can say this, you are worthy of your profession and capable of realizing its loftiest ideals. But do you love to teach? Do you love to stay in the school-room, or to get out of it? Do you love your work, as the men of other professions love theirs? How completely the physician is absorbed in his practice! How faithfully he studies the peculiar symptoms of each patient and watches the slightest change in his condition! As he rides home at midnight, weary and tired, his mind is by the bedside of his patient. He is unable to sleep for fear he has made some mistake or neglected some precaution. Do you think he is doing this for money? He will go to the bedside of the poorest and meanest wretch, where death is staring with hungry eyes, amid foulness and disease, and will lay down his life for his professional honor. If teaching is ever to rank with other professions, it must show the same lofty ideals of professional devotion and personal sacrifice. It must be ennobled by the lives of those who teach.

#### COMMON SENSE IN EDUCATION.

I sometimes think that there is more tomfoolery and humbuggery, learned nonsense and theoretical clap-trap in teaching than in any other profession. We have almost reached the point where no educator can



command attention unless he brings forward a new theory or attacks an old one. This man is opposed to spelling-books and dictionaries, that one denounces the multiplication table, while a third bases a new system of education upon the size, shape and angular position of the noses and chins of his pupils.

Sensationalism is the order of the day, and those who teach according to long-established principles are afraid to let it be known. Again we may learn from the other professions. The doctor who proposes to revolutionize the science of medicine and to cure all the ills of the flesh with some little nostrum of his own invention soon finds his level in the profession and is recognized as a quack or a crank.

It is not so with us. We assemble together and invite from the four corners of the earth, from North, South, East and West, the educational Don Quixotes and Sancho Panzas. They prance up and down on their fiery little hobby-horses and level the lances of their genius at the old-fashioned windmills of human experience and human wisdom. What care they for reading or writing or spelling or ciphering? Round and round they go before our wondering gaze, riding labyrinthine circles of phonics and civics and physics; of word-methods and object-lessons; of eye-training, ear-culture and nose development, until, charmed with the sight, like the enchanted princess in the fairy story, we mount up behind them and whirl away beyond the realms of earth amid the clouds of glory.

There is need of common sense in education as in all other work, common sense in the subjects taught, common sense in methods of teaching and common sense in discipline. No method should be rejected because it has been approved by experience nor accepted because still untried. The teacher is superior to methods and the thing taught to the manner of teaching. Every teacher will have his own method and the ideal teacher will vary his method to suit each pupil.

#### IDEALS.

The noblest work of a teacher, and the most difficult to perform, is the inculcation of lofty ideals. It may be doubted whether a truly great man ever lived that did not receive in early life an impulse to greatness. It has often been said and is generally believed that great men inherit greatness from their mothers. If this be true, it is true because the mothers of the world implant in the heart of childhood early impulses to greatness. Their gift of greatness is not by heredity, but by education. They are the first teachers and mould character, which is greater than intellect, and guides the life of a man with all its energies and powers as completely as the silent influence of the moon controlling the ebb and flow of the mighty ocean.

The opportunities of teachers for moulding character are scarcely less than those of mothers. How little are these opportunities employed! What a change could be wrought in the condition of humanity, if the



energies of our profession were applied as vigorously to the training of the heart as they are now applied to the training of the mind. What lessons in chastity and sobriety, in kindness and generosity, in heroism and martyrdom might sink into the mellow heart of youth to bear in after years the golden grain of noble deeds.

A teacher without ideals is as dull as a midnight sky without moon or stars. He is starting his little ship upon the ocean of life without chart or compass. Such a man is fit for the monotonous drudgery of moulding brick or feeding cattle; he cannot warm the heart of childhood with the glow of a generous impulse or fire its soul with the enthusiasm of a noble ambition.

Not a day should pass in any school-room without bringing the heart and soul of every pupil in contact with a pure and lofty ideal. The school-room is no place for sermons, nor is the buoyant and quick mind of childhood easily influenced by hypocritical cant or tiresome whang-doodle; but the heart of childhood is warmly responsive to noble emotions and delights to be thrilled with ideals of heroism and greatness.

#### CHARACTER IS GREATER THAN INTELLECT.

No race that is deficient in any of the cardinal virtues can achieve a noble civilization. The future of the negro is dark and gloomy, until he has cast off the vices that degrade him. No amount of intellectual culture will supply the lack of virtue in women or courage in men. Intellectual education has not diminished social unhappiness, suicides, divorces and other signs of a decaying civilization in those portions of our country where the public school systems are the oldest, the most popular and the most thoroughly equipped for intellectual culture.

The heart and the soul and the conscience are in need of training as well as the mind, and this training should be a part of every teacher's work. To be a man and to do something for humanity is a grander lesson than to read Virgil or to solve Quadratics. The influences of heredity will often hinder the education of the heart and soul of a wicked boy; but the influences of heredity are equally as powerful to hinder the culture of the intellect. The true teacher will surrender to no influences of heredity, but will know that all things are possible. He will remember the life of Laura Bridgman, that child of misfortune, to whose soul every window but one was closed; sight and hearing, smelling and tasting, all gone but the sense of touch. He will remember how her immortal teacher, Dr. Howe, so patiently, so kindly, so hopefully opened wider and wider this one avenue of knowledge until he sent through it into her mind and heart a conception of the noblest purposes of life and a desire to be worthy of existence.

This is the work of a teacher. It is for us to open the windows of the soul, however small they may be, to cleanse from its chambers the filth of

ignorance and selfishness, of unfortunate ancestry and baleful surroundings, of wickedness and despair, and let in the light of life and knowledge, of hope and ambition, of philanthropy and heroism.

#### THE TEACHER'S REWARD.

A teacher's life should be in harmony with the principles he teaches. His work must be its own reward. For him wealth and power and worldly applause are impossible, and for these things he should have no desire. It is impossible to conceive of a teacher according to a different ideal. The perfect ideal of a teacher's life is afforded in the life and mission of the greatest of all teachers, in the life and mission of Jesus Christ. We cannot conceive of the Son of God coming to reform the world and teach the doctrines of a better life in any other character than that of a poor, humble and patient teacher ; without money, power, honor or reward.

The true teacher is regardless of anything but his work. He realizes that he will never see the harvest that he is always planting, and yet he will prepare the soil each year with the same loving patience and the same hopeful enthusiasm as if his eyes should behold the golden reaping of noble lives that he has created. With us the chief reward is work.

Like coral insects multitudinous  
The minutes are whereof our life is made.  
They build it up as in the deep's blue shade  
It grows, it comes to light, and then and thus  
For both there is an end. The populous  
Tea-blossoms close : our minutes that have paid  
Life's debt of work are spent : the work is laid  
Before their feet that shall come after us.  
We may not stay to watch if it will speed—  
The bard, if on some lute's string his song  
Live sweetly yet ; the hero, if his star  
Doth shine. Work is its own best earthly meed ;  
Else have we none more than the sea-born throng—  
Who wrought those marvelous isles that bloom afar.

At the conclusion of this admirable address the Assembly was duly organized for work, and the various committees were at once put to work towards mapping out the daily work of the session.

The train to-night was again crowded with teachers and their friends coming to the Assembly, and the happy reunions of co-laborers are exceedingly pleasant to witness on every hand.

Adjourned till to-morrow at 10:30 A. M.

# EDITORIAL.

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## AT WORK AGAIN.

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THE TEACHER enters upon its seventh volume with this number. As it has grown in years its thousands of friends say that it has also increased in usefulness, influence, the scope of its work, and in popularity with the profession throughout the State. Its thorough independence in policy and opinion have attracted to its strong support the leaders in the educational work of our State, and its devotion to the sentiments of State pride has won the admiration of all true North Carolinians. THE TEACHER will continue to antagonize all that it believes to be humbuggery and uselessness in educational work so far as such things relate to North Carolina schools, and it will continue to be the most ardent supporter of every method and theory which is of undoubted value in the school-room. With this assurance we hope to have another year of most pleasant work *with* our teachers and *for* our teachers.

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THE FALL terms of our schools are opening well, and there is every indication that we are going to have in North Carolina the best year of educational work and the most prosperous schools that we have ever known.

NOW IS THE time to revive your Teachers' Council, after the summer vacation. The teachers of your county are anxious to meet one another and discuss the events of the summer and plan for better work for the present term.



THE TEACHER is issued in an outfit of new type and we think you will be pleased with the changes in its appearance. Like all other teachers who spent the summer in Europe or in visiting among their friends, the magazine returns to work in a new dress.

JUST AS SOON as you begin the fall term of your school work please send a postal card full of information about it to THE TEACHER and we may be able to aid you in some way. Besides, you have many acquaintances and friends among the brotherhood who are interested in knowing where you are teaching.

DO YOU want one of the best helps for a live teacher ever published? Then send 25 cents to Alfred Williams & Co., Raleigh, for "Beer's Talks with Pupils." After you have examined the book we do not think you would be without it for five dollars. Teachers will find something in it that they can use every day.

DON'T THINK you can enjoy this year's work in the school-room to its fullest unless you have a Young Folks' Reading Club in your school and a live Teachers' Council in your county. These things are indispensable to the most pleasant and satisfactory results of your labors. Organize the club and the council at once.

WE HOPE that every teacher has spent a happy and instructive summer vacation. And we can hardly see how it could have been otherwise, with the pleasant and beneficial reunion at the Teachers' Assembly, the European tour and the many interesting and instructive letters from the travelers, and the excellent Teachers' Institutes which have been held throughout the State during the month of July and August. Surely the summer has been full of opportunity for improvement, and great numbers of our progressive teachers have taken every advantage of the occasions offered for growth in the profession.

THE EXECUTIVE COMMITTEE of the Southern Industrial Display and North Carolina State Fair to be held at Raleigh, October 14 to 19, have arranged a special Educational and Children's Day on Monday, October 14th. This is a good thing, and we hope that there may be thousands of our school boys and girls and teachers present.

WE BELIEVE that the complete history of the Teachers' Assembly European Tour as will be published in THE NORTH CAROLINA TEACHER during the current volume will be not only of very great interest to our readers but it will be of special benefit to the entire profession. Some chapters will be carefully written by the most competent teachers in the State, and they will be fully illustrated by excellent engravings.

WE LEARN that the State Teachers' Institutes, under the auspices of the State Board of Education, are well attended and very successful in their work. This is just what we expected of them, and we believe that county superintendents will find them of the greatest possible value in the work of thoroughly organizing the public schools of their counties. We hope that every teacher in private schools will also attend the institutes as much as possible, for a class of instruction is there obtained which should not be dispensed with.

THE MOST popular school book used in this State is Mrs. Spencer's "First Steps in North Carolina History." Every mail brings large orders to the publishers, Messrs. Alfred Williams & Co., and the book doubtless will be in nearly every prominent primary and intermediate school in the State before the end of the year. The fascinating style in which this accomplished woman has told the story of North Carolina in the little book attracts both pupils and teachers, and over six hundred schools are already enjoying the book, though it is yet only four months old.



CAN'T YOU give at least one evening this fall in writing to THE TEACHER your views upon some educational question or school-room method? Are you using the same methods of work which everybody else uses, and do you agree with everybody and everything in all matters about which teachers are supposed to have individual opinions? If not, can't you give your reasons through the pages of THE TEACHER.

WE AGAIN make to our readers the premium "Musical Offer" which was so popular last fall, viz.: To each new subscriber and to every reader renewing subscription for the current volume we will give six pieces of choice vocal and instrumental sheet music. When you send one dollar for the subscription write for the catalogue of music to make your selection. Mark at least twenty pieces on the list, as some of them may be out of stock.

MRS. M. L. BRODNAX, who was one of the excellent chaperones of our teachers' tour in Europe this summer, proposes to take charge of a small party of ladies in a three or four months' visit to Paris and Southern Europe this fall. Mrs. Brodnax is a highly cultured lady and a delightful traveler, and we most cordially commend her plan and her services to any persons who would like to see the "old world" at its best and in the best manner.

SEVERAL TEACHERS in the State are using William & Co.'s "North Carolina Speaker" as a supplementary reader with very satisfactory results. The words of true patriotic sentiment in the various selections in the book, representing the best thoughts of our leading men of North Carolina, inspire a boy or girl with the noblest feelings of State pride and thereby the best of citizens are cultivated. The price of the Speaker in paper is only 40 cents by mail post-paid; cloth bound, 75 cents.



THE SEVENTH edition of "Moore's School History of North Carolina" is just from the press, and the publishers can scarcely keep up with the orders. There are no changes in this edition. There has never been a period in the history of our State when there was so great a desire on the part of pupils to know and teachers to teach something about North Carolina.

THE EDITOR was surprised and pleased to find in the Educational Department of the Paris Exposition all the copies of THE NORTH CAROLINA TEACHER comprising the latest volume. He regretted, however, to learn that there was not another exhibit of any kind from North Carolina, unless we except the party of one hundred teachers who were visiting the Exposition with the editor.

WITH THIS number of THE TEACHER we enclose a subscription blank. This is for a new subscription, or to be used in sending the money for your renewal. Don't delay in sending the blank properly filled out to us until another issue of THE TEACHER is ready to be mailed, because we are now revising our subscription book and you may lose some number which you may particularly need. Why not attend to this little matter of business at once?

WE SHALL always cherish most pleasant recollections and regard for our friends Mr. John Morison and his sons, of Glasgow. During the sojourn of our European party in their city we received numbers of exceedingly kind attentions and courtesies at the hands of those clever gentlemen, and for which we are profoundly thankful. The elder of those gentlemen rendered very admirable aid to members of our party in visiting the many interesting places in and around that busy Scotch city, and his familiarity with the historical facts coupled with the locations visited added largely to the educational value of his kindness. Such friendly and appreciated services as those extended to us by

Mr. John Morison and others, in Scotland and elsewhere, make us long to be back again in their delightful countries even before we are well settled at home on our return from the happy foreign jaunt of this past summer.

THE BOOK which the editor will shortly publish about the "North Carolina Teachers' Vacation Jaunt in Europe" will comprise some 400 pages and contain a number of fine illustrations. Several members of the party will each write a chapter, and to those chapters the initials of the author will be affixed. It is intended that this book shall be different from anything of the kind ever before written, and thus it is hoped that it may be found more entertaining. No "Guide Book" literature will be seen in its pages, for this book is to be as much *about* our party as of their journeyings. The people, places and things which they have seen will be told as *they* saw them, and not as somebody else has described them, therefore the story will be told in the chatty and gossip style of talks around the fireside with friends. Incidents and scenes which amused us while in Europe (and there were many such) will be faithfully related, and we think the readers of the volume will soon discover that we are not only describing Europe, but are trying to tell them about *our tour* in Europe. With the book there will be a fine group picture, including, if possible, every member of the party, and this picture will greatly add to the value of the volume as a *souvenir* of the most pleasant tour ever made in Europe by a hundred American people.

## ABOUT OUR TEACHERS.

- Mr. J. P. H. Leigh is teaching at Cana, Davie county.
- Mr. D. A. Davis is teaching at Auburn, Wake county.
- Mr. C. G. Cates is teaching at Nelson, Durham county.
- Mr. D. S. Lanier has a school at Lanier, Onslow county.
- Mr. T. C. Headen is teaching at Kidville, Lincoln county.
- Mr. C. W. Blanchard is teaching at Varina, Wake county.
- Miss Lizzie R. Cook is teaching at Welch, Graham county.
- Mr. C. L. Coggin is teaching at Ophir, Montgomery county.
- Miss M. E. Crowder has a school at New Hill, Wake county.
- Miss Sallie Herman is teaching at Crossing, Catawba county.
- Miss Emma Anderson is teaching at Callahan, Davie county.
- Miss Lydia Anderson is teaching at Stems, Granville county.
- Mr. A. P. Fuquay has a good school at Varina, Wake county.
- Miss Alice L. Eason has a school at LaGrange, Lenoir county.
- Miss Minnie Beard is teaching at Kernersville, Forsyth county.
- Mr. W. P. Lawrence is teaching at Why Not, Randolph county.
- Mr. C. D. Koonce has a school at Green Branch, Onslow county.
- Miss Clara M. Bobbitt has a school at Ringwood, Halifax county.
- Mr. W. V. Savage has a good school at Henderson, Vance county.
- Mr. R. H. Dickson has a school at Brush Creek, Randolph county.
- Mr. H. M. Cates has a good school at Kelvin Grove, Wake county.
- Mr. J. Lovinggood has a school at Hanging Dog, Cherokee county.
- Mr. J. N. Cagle has charge of Shiloh Academy in Randolph county.
- Miss Viola V. Barbee is teaching at Williams' Mill, Chatham county.
- Miss Nettie Chamberlain has a school at Beuna Vista, Duplin county.
- Miss Edna Corpening has a school at North Catawba, Catawba county.
- Mr. J. T. Alderman has a flourishing school at Fork Church, Davie county.
- Mr. W. J. B. Dail is teaching at Lizzie—her other name (county) is not given.
- Mrs. R. L. Fleming is teaching at Dawson's Cross Roads, Halifax county.
- Miss Eva L. Williams is principal of Bryan Academy at Aurora, Beaufort county.



Miss Maria Webb is teaching at Scuppernon.

Mr. Vance M. Caler is teaching at Etna, Macon county.

Mr. J. P. McNeil has a school at Pike, Cumberland county.

Mr. D. T. Morrow has a good school at Saluda, Polk county.

Mr. M. Moore is teaching at Brevard, Transylvania county.

Miss Hattie Jenkins is teaching at Union in Hertford county.

Miss Josephine Forest is teaching at Hillsboro, Orange county.

Mr. B. H. Bridgers is teaching at Henrietta, Rutherford county.

Miss Mary F. McDonald is teaching at Gastonia, Gaston county.

Miss Mattie Garrett is teaching at Harrellsville, Hertford county.

Miss Helen R. Morecock is in charge of a school at Weldon, Halifax county.

Miss L. M. Smith, of Wilson county, will teach at Mt. Olive, Wayne county.

Miss Mollie Garrett has a good school at Hertford in Perquimans county.

Rev. R. H. Cline is principal of China Grove Academy, Cabarrus county.

Mr. R. L. Norwood is principal of Norwood High School, Stanley county.

Mr. E. D. Burgess is principal of Garysburg Male School, Northampton county.

Miss Emma Chadbourn is teaching in the Tileston Normal School at Wilmington.

Miss Sara B. Willits, a member of the European party, is teaching at Marion, Ohio.

Misses Fort and Simmons continue their school at Wake Forest with much success.

Mr. W. G. Randall, of Marion, has been elected president of McKinney College in Texas.

Mr. Fred. L. Merritt (Wake Forest College) has a good school at Warsaw, Duplin county.

Mr. and Mrs. James Ransom will have charge of Marion High School during the coming year.

Mr. J. F. Brower, of Mooresville, has accepted the position of associate principal of Salem Academy.

Mr. J. J. Brown (Davidson College) has accepted the principalship of Pocket High School, Moore county.

Rev. Z. T. Whitesides is teaching at Uree, Rutherford county. He is one of our most enterprising teachers.

Miss Cora Ross is teaching a school near Big Lick, Stanly county. Her post-office address is Long's Store, Union county.

Mr. J. J. Jenkins is principal of Tally Ho High School at Stems in Granville county. The seventh term begins October 14.

Miss Ruth Lanier has resigned her position in Raleigh Graded School and will take a private school at Egypt, Chatham county.

Prof Geo. T. Winston brought home a greater number of *souvenirs* of the European trip than any other member of the party.

Prof. Henry L. Smith and Col. W. J. Martin, of Davidson College, extended their European tour by a visit to Switzerland.

Prof. George S. Wills, Ph. B., of the University of North Carolina, has been elected to the professorship of Oak Ridge Institute.

Mr. Henry Simmons, of Wake Forest College, has been elected to the Chair of Greek and German in Carson College, Tennessee.

Prof. H. W. Spinks, of Albemarle, has purchased an interest in Monroe High School property and will open the school in September.

Miss Nina J. McDonald, who has been teaching at Concord, has been elected an assistant in Shelby Female College, Cleveland county.

Dr. R. H. Lewis, of Kinston, has accepted the presidency of Judson College, Hendersonville, N. C. The fall term begins September 30.

Mr. A. E. Booth, who recently graduated from the Nashville Normal College, Nashville, Tenn., has taken charge of the Cary High School.

Mr. George W. Blackwelder, a teacher of considerable experience in our county schools, opened the public school near Mt. Pleasant, Cabarrus county.

Miss Susie Faison, of Statesville Female College, has accepted a position as art teacher in Miss Anderson's School at Clinton, Sampson county.

Mr. George R. McNeill, Superintendent of Reidsville Graded School, has been elected to and has accepted the presidency of LaFayette College, LaFayette, Ala.

Mr. T. J. Simmons, of the Durham Graded School, spent his summer vacation in Europe. It was a great pleasure for our party to meet him in Paris and London.

Lieut. James B. Hughes, of the U. S. Army, son of Dr. Jas. B. Hughes, of New Bern, has been detailed by the War Department to drill the cadets of Bingham's School.

Rev. Frank Siler (Emory and Henry College) has been elected principal of Franklin High School, Macon county. Miss Laura Kibbie has charge of the female department.

Mr. L. W. Bagley has a good school at Littleton.

Miss Virginia Patrick has a good private school at Kinston.

Mr. J. B. Blanton is principal of Boiling Springs Academy.

Mr. A. L. Plummer is teaching at Summerville, Harnett county.

Miss Mary Dickson continues her excellent school at Morganton.

Miss Lily Nicholson is teaching at Warren Plains, Warren county.

Mr. S. G. Sterling is principal of the High School at Liberty, S. C.

Mr. R. H. Brown is principal of Jonesboro High School, Moore county.

Miss Lee Parker is teaching in Rock Ridge Academy in Wilson county.

Mr. W. A. Hobbs has charge of Ingold Preparatory School in Sampson county.

Mr. A. P. Davis is principal of Fair View Seminary, Trap Hill, Wilkes county.

Mr. J. M. Anderson is principal of Oakdale Academy in Alamance county.

Mr. Charles L. Coon is principal of the Academy at Denver, Lincoln county.

Mr. E. L. Barnes is principal of the Academy at Lenoir, Caldwell county.

Mrs. J. A. McDonald has been elected President of Shelby Female College.

Miss Mary L. Allen (Peace Institute) is teaching a select school at New Bern.

Mr. Z. D. McWhorter has a very fine and progressive school at Bethel, Pitt county.

Mr. Isaac Fort is principal of Union Academy at Harrell's Store, Sampson county.

Mr. J. D. Uzzell is principal of Goshen High School at Hobton, Sampson county.

Miss Maggie F. Davis, of McNair, has taken a school at Poortith, Union county.

Mr. L. A. Abernethy and Miss Ida Greene have charge of the Academy at Wilkesboro.

Mr. B. F. Hassell, Jr., is principal of Pinnacle High School at Culler, Stokes county.

Rev. R. L. Patton is principal of Amherst Academy at North Catawba, Caldwell county.

Mr. A. C. Weatherly, of Granville county, opens a school at Dayton, Durham county.



Mr. Louis G. Frazier has charge of Mount Pleasant Academy, Liberty, Randolph county.

Mr. G. W. Holmes is principal of the High School at Yadkin College, Davidson county.

Rev. J. W. Turner is principal of a school for boys and girls at Clinton, Sampson county.

Rev. Thomas J. Brock is principal of Landhill High School at Acton, Buncombe county.

Mr. H. A. Grey has a fine school for boys and girls at Huntersville, Mecklenburg county.

Mr. H. A. Foushee (Wake Forest College) is principal of Selma Academy, Johnston county.

Messrs. J. J. and J. W. Hendren are building up a very successful school at Vashti, Alexander county.

Rev. W. R. Atkinson, President, began the fall term of Charlotte Female Institute September 4th.

The fall term of Trinity College began September 3d, and the outlook is for a largely increased patronage.

Mr. A. L. Betts (Wake Forest College) is assistant teacher in Leaksville High School. Mr. B. W. Ray is principal.

Mr. G. E. Butler (University of North Carolina) is principal of Salem High School at Huntly in Sampson county.

Prof. C. T. Root, of Guilford College, has been elected superintendent of the Graded School at Bennettsville, S. C.

Miss Maggie Norfleet is teaching music and elocution in Mr. J. A. Bivins' School at Albemarle, Stanly county.

Misses Bessent and Fetzer are principals of the Female Academy at Concord, and began the fall term August 26th.

Miss May Mebane, of Milton, has charge of the music department in Carolina Institute at Nashville, Nash county.

Mr. Charles C. Holden has opened a select school in Raleigh. He has been teaching in Maryland with much success.

Miss Lena Hudgins, of Oxford, has accepted the position of music teacher in the Kinsey School at LaGrange, N. C.

Capt. C. F. Siler has a fine school at Holly Springs, Wake county. The "Captain" is one of our most conscientious teachers.

Prof. Wm. E. Cain has been elected to the Chair of Mathematics in the University, made vacant by the death of Prof. Graves.

Mr. J. C. Johnson (University of North Carolina) is principal of the Academy for boys and girls at Centreville, Pitt county.

Mr. C. A. Smith has resigned the principalship of Selma Academy to take a course in Johns Hopkins University at Baltimore.

Mr. D. J. Little, who taught at the Union Institute, near Monroe, last session, will have charge of a school in Cabarrus county.

Mr. John D. Minick, A. B., has accepted the presidency of Davenport Female College at Lenoir, and opened the fall term September 12th.

Mr. G. I. Smith is teaching at Dismal, Sampson county. He has a large class in Mrs. Spencer's "First Steps in North Carolina History."

Mr. J. D. Hodges is building up a fine school at Augusta, Davie county. The second session began August 5th, to continue twenty weeks.

Messrs. J. E. Tucker and J. L. Fleming are principals of the Male and Female Institute at Hamilton, Martin county. Fall term began August 19th.

Mr. B. C. McIver (University of North Carolina), first assistant in the Goldsboro Graded School, has been elected superintendent of Fayetteville Graded School.

Messrs. Morson and Denson opened the fall term of the excellent Raleigh Male Academy on September 2d with a most encouraging outlook for a prosperous session.

Mr. D. G. Gellespie is principal of the Female Academy at Tarboro, and is assisted by his wife and Mrs. Julia Stanton, and Misses Carrie Jones and Annie Glasgow.

Mr. George Hall, of Petersburg, Va., has been elected principal of Kinston College, to take the place of Dr. R. H. Lewis, who resigned to become president of Judson College.

Rev. J. M. Rhodes, President, opens the fall term of Littleton Female College with most encouraging prospects. The building has been greatly improved and the faculty is first-class.

Mr. M. Thomas Stallings, who has been prosecuting his studies at the Concord Male Academy for some time, has taken charge of the school at Lentz's Store, Dry's Mill, Cabarrus county.

Prof. H. W. Reinhart has resumed the management of Thomasville Female College and opened the thirty-third session on September 2d, with a complete faculty of competent teachers.

Peace Institute, Raleigh, began the fall term September 4th, and every train is bringing in many school-girls. Rev. R. Burwell & Son are principals of this popular institution for young ladies.

Mr. E. B. Lewis, who left the State nearly a year ago for Montana, and who had been teaching school there, has returned home, and has gone with his father, who is president of Judson Female College, to take a position as one of the teachers of that institution.



Virginia Dare Institute at Concord, Cabarrus county, is in charge of Miss Anna Neal, and she is assisted by Mrs. Ervin and Misses Richmond and Guess. The school is in excellent condition.

Mr. W. G. Burkhead has accepted a position as principal of the Whiteville High School. He once taught in the Raleigh Graded School, and therefore does not enter an unknown field of labor.

Mrs. Fannie Everitt Walton, the accomplished principal of Statesville Female College, each year adds to the permanency and efficiency of the school. The fourteenth term began September 4th.

Miss Julia Gay, of Wilson, is teaching music in Lexington Seminary. Mr. W. J. Scroggs is principal and the assistants are Miss Laura Clement, of Mocksville, and Miss E. H. Bartine, of New Jersey.

Miss M. E. Carter, of Durham, has been secured as lady principal of Greensboro Female College. She is a fine teacher, with an extensive acquaintance, and is held in high esteem by all who know her.

The Trustees of Trinity College have voted to remove the College to Raleigh as a permanent location. The citizens of the capital have subscribed \$25,000 for the erection of new buildings for the College.

Miss Kate Ferguson re-opened her school at Neuse, August 26th, with a good attendance. Her school is divided into four grades, and no pupils are admitted who do not enter these regular grades. We like the plan.

Mr. G. T. Adams (Trinity College), of Cumberland county, has been elected principal of New Bern High School for boys and girls. There will be three departments in the school—Primary, Intermediate and Academic.

Mr. W. C. Dowd has been elected teacher in the Graded School at Charlotte, vice F. P. Wyche, resigned. Mr. Wyche has been elected principal of the High School at Gibson, N. C., at a salary of \$1,200 per annum.

Prof. Andrew Holliday, of Florida, has been elected President of the North Carolina Agricultural and Mechanical College at Raleigh. THE TEACHER extends President Holliday a cordial welcome to the Old North State.

Judson College has conferred the degree of D. D. on Rev. N. B. Cobb, of Hendersonville, and the degree of A. B. on Miss Eva Belle Simmons, of Wake Forest College. We believe Miss Simmons is the first young lady so honored in North Carolina.

The catalogue of the University of North Carolina for the year past shows that the institution is well equipped for educational work. It enters upon its second century of life with every promise of enlarged usefulness and prosperity. The fall session began September 5, 1889. For catalogues, address Hon. Kemp P. Battle, LL. D., President, Chapel Hill, N. C.



Mr. D. L. Ellis, of Nashville; Mrs. J. A. McDonald, of Shelby, and Mrs. J. P. Durant, of Lincolnton, aided the County Superintendent, Mr. R. Z. Johnston, in conducting a most successful Teachers' Institute at Lincolnton, July 22 to August 2.

We are pleased to note that Mr. Edward A. Oldham has returned to editorial work in North Carolina, and will take charge of the *Durham Globe*. Mr. Oldham is a strong friend to all educational movements in this State, and he always "stands by" the teachers.

Mr. D. L. Ellis, of Dunn, has been elected principal of Carolina Institute at Nashville, N. C. The building is a new one and has been handsomely furnished by Messrs. Alfred Williams & Co. with the New Paragon School Desks. Mrs. Ellis will have charge of the Music Department.

The Trustees of Trinity College have elected Prof. F. E. Welch Professor of Greek and Latin. He is from Chicago, has taken a degree at the University of Michigan, and has spent some time in Gena, Germany. He is a young man of the finest equipment, and comes with highest credentials.

We are specially glad to note that Mrs. E. W. Adams, of Wilson, has the prospect of a good school for the fall term. Among the most pleasant recollections which the editor cherishes of his boyhood is the memory of those happy days which he spent at Wilson as a pupil in Mrs. Adams' school.

The "Horner School" at Oxford is enjoying an increasing prosperity. This is one of the best schools in the South and one of which North Carolina is exceedingly proud. Prof. J. H. Horner is principal and Capt. T. J. Drewry is assistant. The school is already full to its limit for this session.

Rev. B. Smedes, principal of St. Mary's School, Raleigh, spent his summer vacation in Europe with the North Carolina Teacher's party. His delightful congeniality and companionship soon won the admiration and love of those hundred tourists. He began the fall term of the school on September 12th.

Prof. J. L. Love has secured a five hundred dollar fellowship in Harvard University and will spend next year at Cambridge in advance work in his specialty, pure mathematics. The Trustees of the University of North Carolina have given him a year's leave of absence to enable him to accept this appointment at Harvard.

Our European party are under many obligations to Mr. Strudwick, of Auburn, N. C., for much assistance and many most kind attentions while in London. Mr. Strudwick is a native Englishman and of course is thoroughly familiar with his home land; and he will be long and pleasantly remembered by our party for helping us so admirably toward seeing the beauties of his English capital, and also in securing special rates and accommodations at hotels.

Misses Effa L. Sells and Caro Zeigler, members of the Teachers' European party, are teaching in the public high school at Ocala, Florida. Miss Sells is spending some of her spare time in superintending the culture of her orange grove near the city of Ocala, which has proven quite a successful investment for her.

The second session of Mills Spring (Polk county) Academy opened August 12th, with a largely increased attendance. Mr. A. L. Rucker, ex-Superintendent of Rutherford, is principal. Forty-seven were in school at the first session, five of whom were examined and will teach in the public schools of the county.

The Graded School Commissioners of Durham met recently and elected the following faculty for the ensuing year: Mr. E. W. Kennedy, Principal; Miss B. Fanning, Miss E. Fanning, Miss L. B. Saunders, Mrs. A. W. Jordan, Mr. J. S. Bassett, Miss J. Lewellin, Miss B. Blair, Miss S. A. Tillinghast, Mr. T. J. Simmons.

Greenville Institute, Pitt county, opened the fall term August 27th with the following faculty: John Duckett, Principal; Mrs. E. W. Duckett, Primary Department; Miss Mary Bridgers, Instrumental Music; Miss Nana Fleming, Vocal Music; Miss Mollie Rouse, Painting and Drawing; Mr. J. C. Robertson, Penmanship and Commercial Department.

The following teachers in the public schools of Raleigh have been re-elected for the ensuing term: In the white schools—Messrs. J. D. Miller, F. M. Harper, C. J. Parker, Mrs. J. M. Barbee, Mrs. S. S. Williams, Mrs. James Williamson, Misses Jean C. Gales, Edith Royster, Mary V. Marsh, Mabel Hale, S. W. Ashe, Carrie C. Strong, E. A. Pool, Loula Riddle, Grace H. Bates, Mary E. Wiley, Minnie Redford, Kate D. Fuller, Myrtle Branson and Emily Tillinghast. In the colored schools—Messrs. E. A. Johnson, D. A. Lane, E. H. Hunter, J. R. Davis, Mrs. Elizabeth Smith, Mrs. H. W. Lane, Mrs. E. J. Hackney, Mrs. A. W. Hamlin, Mrs. E. Mitchell, Mrs. S. P. Martin, Mrs. K. S. Richardson, Miss Florence Gary and Miss Fannie O'Kelley.

Rev. M. M. Marshall, of Raleigh; Messrs. A. H. Slocumb, of Fayetteville; R. A. P. Cooley of Nashville; Dr. Thomas E. Anderson, of Statesville; Messrs. Jno. D. Moss, of Athens, Ga.; S. A. Woodard, of Wilson; Profs. J. M. Callender, R. C. Berkley, Jr., and C. H. Walker, of LaGrange; Capt. S. E. Gidney, of Shelby; Misses L. W. Garrett, of Medoc; Sophie Clements, of Mocksville; Bessie Neely, of Salisbury; Bettie Moore, of Williamston; A. L. Pearson, S. C. Wells, E. A. Baker, Mittie Dowd, Emmie McVea, Beatrice Holmes, Florence Slater and Maggie Ward, of Raleigh; Annie Philips, of Tarboro; V. L. Wilson, of Clarksville, Va.; Agnes Eppes and Mary Eppes, of City Point, Va., and Flora L. Terry, of Ansonia, Conn., members of the European party, prolonged their stay at the close of the tour in Paris and devoted the additional time to sight-seeing in Switzerland, Germany, Italy and the vicinity of London.



## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
That one and one are always two;  
But Cupid proves, with work so sly,  
Some wondrous things that figures do.  
And when he claims a teacher's hand  
All rules of figures then are done,  
Though two before the preacher stand  
This one and one are ALWAYS ONE!

---

MISS METTA GRAHAM, teacher of vocal and instrumental music in Catawba College, was married to MR. ERNEST F. YOUNG, of Charlotte, on June 12th, 1889.

On August 26, MR. RICHARD H. BATTLE, formerly of Tarboro, married MISS BELLE WINGATE, of Wake Forest, who has been teaching at Clayton. The couple will reside at Omaha, Nebraska, the present home of the groom.

PROF. B. F. SLEDD, of Wake Forest College, and MISS NEDA PUREFOY were united in marriage on Tuesday morning, June 11th.

In Waynesville, August 13th, PROF. E. J. ROBERTSON, of Wytheville, Va., married MISS FANNIE FERGUSON.

At the residence of Mrs. M. G. Scott, August 7th, 1889, by Rev. S. H. Chester, MR. CHARLES J. KERR, of Hawfields, N. C., married MISS SUE HOGSHEAD, of Moore county, N. C.

On August 13th at Asheville, MISS ANNIE CONIGLAND, teacher in Raleigh Graded School, was married to MR. J. A. MOSELEY, of the dry goods firm of McKimmon & Moseley. Mr. McKimmon also married a teacher in the Raleigh Graded School about two years ago.

PROF. D. L. ELLIS, of Nashville, Treasurer of the Teachers' Assembly, married MISS LINA McDONALD, of Shelby, on August 8th.

MR. ZEBULON VANCE PEED, principal of Mt. Pleasant Academy, Wake county, married MISS LOTTIE HARRIS, his music teacher, on July 3d.

In Bennetttsville, S. C., on September 3d, REV. J. A. BEAM married MISS MOLLIE LUCAS. Mr. Beam is pastor of several churches in Person county and also principal of Bethel Hill Academy.



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain ;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost, loved ones will be found again."

---

On the morning of July 24th, at Rolesville, in Wake county, MISS MARY BRODDIE, daughter of Nannie McKay and John M. Fleming, of Raleigh. Died of typhoid fever. The deceased had been successfully teaching for several years.

On July 7th, MISS ADA KINSEY died at LaGrange, N. C. She was a daughter of Prof. Joseph Kinsey and had been assistant teacher in the Kinsey School for young ladies at that place.

On the 16th of June, CAPT. W. S. BYRD, of Lenoir county, died at his home. He was a graduate of Trinity College and Superintendent of Public Schools in Lenoir county.

PROF. R. H. GRAVES, Professor of Mathematics in the University of North Carolina, died in Raleigh on July 10, 1889. He took charge of the Chair of Mathematics in 1875 and had held that position with credit and honor to himself and the University ever since that time till the failure of his health in February last. He was one of the first mathematicians in the South.

MR. GEORGE N. RAPER, teacher in the Winston Graded School, died at that place on Monday, September 2d. He was 22 years of age and was one of the most brilliant young men the State has ever produced. He was a graduate of Trinity College, where he won several medals, including the Wiley Gray medal.

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## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

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A SCHOOL-BOY, upon being asked what made the Tower of Pisa lean, replied: "Because of the famine in the land."

PROFESSOR IN PHYSICS (explaining a complicated machine to the students)—"Please observe that the slender rod passes over to the second or smaller wheel, etc.; while this (turning vigorously) is the crank that sets the whole in motion." [Laughter from the students.]

SCHOOL-TEACHER—Edward, give me the definition of "excavate." Edward—Excavate, to hollow out. School-teacher—Give me a sentence containing the word. Edward—I hit Bill, and he excavated.

AT A TEACHERS' INSTITUTE in a Vermont country district not long ago a well-dressed, rather prepossessing young woman rose to say with reference to educational methods: "Ther childrane of my skule are gittin' on weller with the new eddycational systim than they did with the old un, 'cause its simpeller!"

THE FOLLOWING ANSWER—it is needless to give the question—is worthy of a place in Mark Twain's collections: "The Seminole war was caused by the Seminole Indians intermarrying with the *Everglades* of Florida, who had been slaves."

EXTRACT FROM a letter written by a Divinity student to his future bride:—"Whenever I am tempted to do wrong, I always think of you, darling, and say: 'Get thee behind me, Satan!'"—*Edinboro Student (Scotland)*.

TEACHER—"Johnnie, what is a demagogue?" Johnnie—"A demagogue is a vessel that holds wine, whisky, beer or any other liquor."

MOTHER—"Tommy, are you going to get a prize at school for being good?" Tommy—"No'm," Father (laying down his paper, very sternly)—"Why not, sir?" Tommy (very meekly)—"Because they don't give any."

TEACHER—"I shall have to punish you, James, for being late at school to-day." James—"You ought not to, 'cause 'twas Tommie Smith's fault." Teacher—"How was Tommie Smith to blame?" James—" 'Cause Tommie Smith's father licked him and I had to stay to hear him holler."

## "First Steps in North Carolina History."

The book was written for and dedicated to children, but it will richly repay perusal by adults. We commend "First Steps in North Carolina History" to our people, and ask for it a place in every North Carolina home.—*New Bern Journal*.

We are delighted that such a book has been made for beginners in history in our North Carolina schools. It is charmingly written. Mrs. Spencer's style is attractive always for whatever class of readers she may be writing. In this case her work could hardly have been better adapted than it is to its peculiar purpose. Then the little history is reliable as to the facts it states, faithful in its delineation of the character and spirit of our people, loyal to genuine North Carolina sentiment throughout.—*Raleigh News and Observer*.

I have examined it and am very much pleased with it.—*Superintendent P. P. Claxton, Asheville Public Schools*.

The book is capital! A decided hit! Mrs. Spencer and the publishers deserve the hearty thanks of all North Carolina.—*Prof. George T. Winston, University of North Carolina*.

Mrs. C. P. Spencer's "First Steps in North Carolina History" has been written "to interest and instruct the boys and girls of North Carolina," and it will be sure to do it. We wish that every child in the State could have a copy. The public thanks are due to the accomplished authoress and the enterprising publishers for this valuable book. No one in the State could have prepared such a history better than Mrs. Spencer, and the appearance of the book shows how admirably the publishers have done their part.—*Chatham Record*.

It is one of the most delightful books that I have ever read and it will be gladly received by North Carolina teachers. I shall put a large class of girls in it at once.—*Prof. Charles D. McIver, Peace Institute, Raleigh, N. C.*

"First Steps in North Carolina History" ought to be put into the public schools of the whole State this year. I am going to put it into the hands of a class of bright little boys—one of them a grandson of Governor Manly. The public school teachers will soon learn how to use it as a history and as a reading book also.—*F. S. Wilkinson, County Superintendent Edgecombe County*.

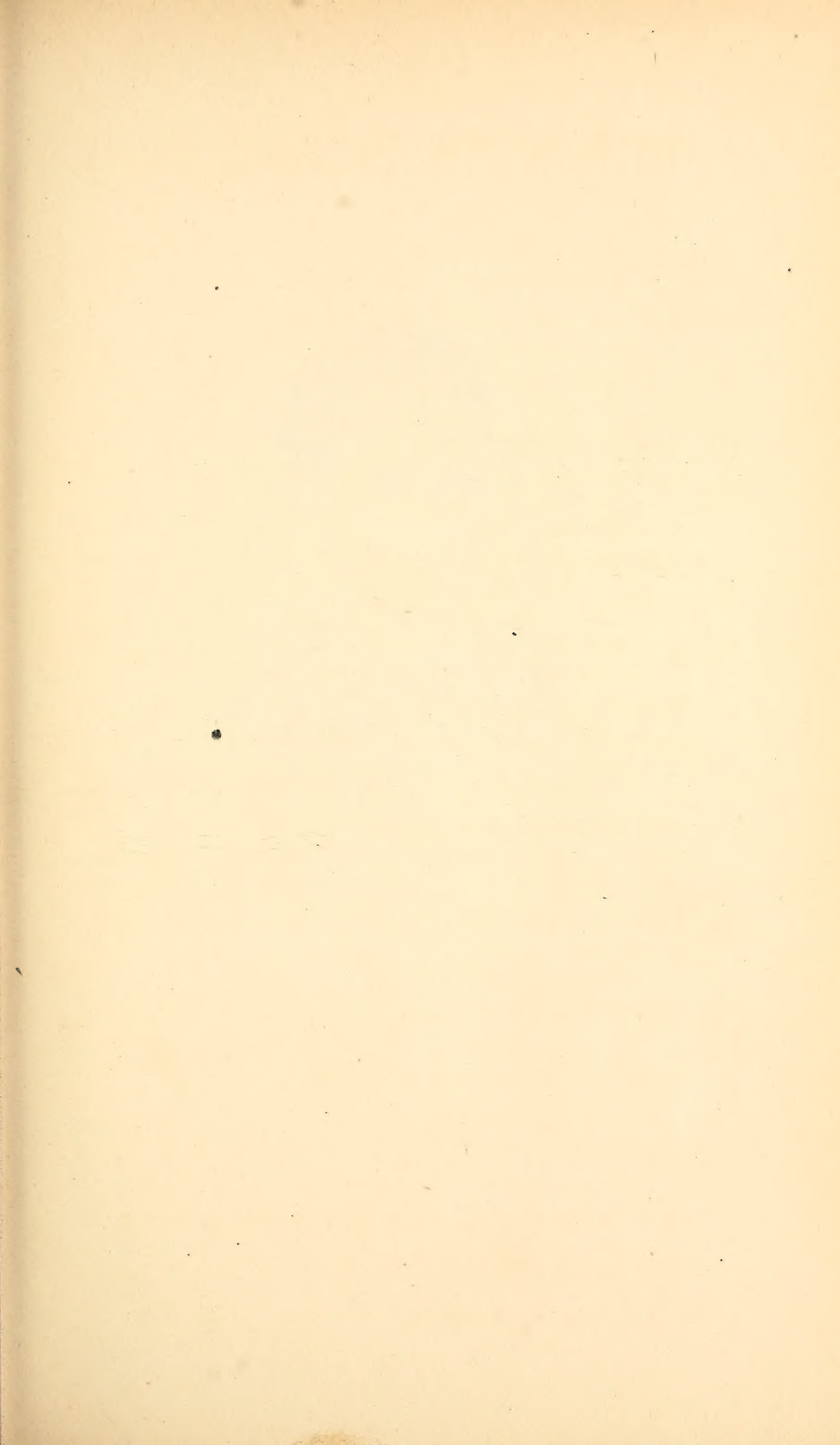
We are gratified to see this greatly needed work undertaken. \* \* \* \* The book should be read and studied by our people.—*Progressive Farmer*.

Mrs. Spencer is familiar with our history, is identified with it, is all North Carolina heart-wood, and is an accurate and clear writer, and we take pleasure in commending her little work to our schools and families. It should be a constant manual in every child's hand.—*Elizabeth City Economist*.

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MRS. JOHN A. McDONALD,  
PRESIDENT OF SHELBY FEMALE COLLEGE,  
SHELBY, N. C.

# THE NORTH CAROLINA TEACHER.

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No. 2.

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EUGENE G. HARRELL,                      =   =   =   =   =   Editor.

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## THE BOTTLE OF INK.

BY CARLOTTA PERRY.

There's a queer little bottle stands here on my desk,  
It is shaped like a boat and is quite picturesque,  
With a figure-head just the least trifle grotesque.

It holds in its depths, though you never may know it,  
And I may not wholly be able to show it,  
The treasures of romancer, bandit, and poet.

There are staid, sober facts for the solemn and wise,  
And fables for those who like truth in disguise;  
There are sweet dreams and fancies that point to the skies.

There are songs that are sweet as the voice of the lark,  
There are jests that belong to the days of the ark,  
There are arrows of wit that fly straight to the mark.

And tales of devotion and honor and truth,  
And stories of danger and beauty and ruth,  
That quicken the pulse in the bosom of youth.

There are truths that flash out like a sword in the fight,  
That shine like a star in the darkness of night,  
To guide straying feet from the wrong to the right.

There are sweet psalms of faith, full many I ween,  
And solace for sorrow, and praises serene,  
And glad songs of strength whereon weakness may lean.

N. C. State Library.



All this in the bottle, although I can't prove it,  
And the Genius stands there in his glory above it,  
This strange little bottle. Ah, me! how I love it!

And whatever he gives of its marvelous store,  
With pride that is humble I bring to your door,  
And grateful and happy I pray evermore.

O Genius that stands on this strange bottle's brink,  
O aid me forever and ever to link  
My heart to the world in this bottle of ink.

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#### ABOUT "OBJECT TEACHING."

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"Now, Tommy, here is one book," said the teacher.  
"Yes'm," said Tommy. "And here is another book."  
"Yes'm." "I put them both in one hand, and how many  
books have I?" "Two books, ma'm." "Then one and  
one are how many?" "One and one are two." "Right.  
And you are a smart boy, Tommy, and have learned a great  
deal." And the teacher patted Tommy on the head  
approvingly.

Oh, teacher! why will you waste your time and breath  
in such nonsense, while you call it "object teaching"?  
Don't you know that Tommy learned all that long ago in  
playing marbles and other games with his school-mates?  
He is not blind nor deaf and dumb that he should be taught  
solely by objects; nor is he an idiot who cannot remember  
that one and one are two without letting him see two books,  
two splints or two shoe-pegs. Tell the boy what you want  
him to know and he will remember it, and not be unable  
to tell how many are one and one unless he sees two objects  
to help him.—*Exchange.*

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

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## CHAPTER I.

### DEPARTURE FROM MOREHEAD CITY.

THE TOUR PLANNED—THE ASSEMBLY AT MOREHEAD CITY—THE STEAM-SHIP "STATE OF NEVADA"—FINAL PREPARATIONS FOR SAILING—OUR PARTY—ON BOARD—"UNDER WEIGH."

"Do you really intend to take a party of North Carolina teachers to Europe?"

"Yes," replied the Secretary of the North Carolina Teachers' Assembly, to whom the question was addressed.

"I don't believe it can be done," continued the first speaker. "The distance is too far, the expense is too great, the necessary time cannot be given to it by the teachers, and the responsibility of accident will be entirely too heavy for you to bear."

"I fully realize the truth of all you say," answered the Secretary, "but my State pride will never let me be content until I see a hundred of our teachers visiting Europe, and it is my intention to undertake this responsibility next summer, trusting to pluck, perseverance and luck for a safe and successful tour."

"Well," said the first speaker, "if this is your determination I'm going with you! So you may put my name at the head of the list as a member of your memorable party of North Carolina teachers who will make that vacation tour of Europe."



This conversation occurred at Morehead City one pleasant afternoon in the summer of 1888, during the fifth session of the Teachers' Assembly. The Secretary was taking his friend out for a sail over Bogue Sound in his pretty little sharpie, the *Rosalie*, and the inspiration of the scene and occasion had turned the conversation upon Europe.

The Secretary saw his companion smile somewhat doubtfully and he said, "All right, I will enter your name as the first member of my party of European tourists, and if you do not change your mind within twelve months I expect to take you to Europe just at this time next summer as surely as I now expect to steer the *Rosalie* safely to the landing at Fort Macon and back to the wharf at the Atlantic Hotel. So you may begin to prepare for the trip by making your next school vacation from June 15th to September 1st, and during the winter you might do a little saving. The plan upon which I have been working provides for a first-class tour of six weeks, which shall not cost more than \$150 for all necessary expenses."

THE NORTH CAROLINA TEACHER soon announced the proposed trip to Europe, stating that the party would be limited to sixty persons. The sixty berths were taken by teachers in less than ten days after the announcement. Then twenty-five other berths were secured and they were also immediately taken, and again fifteen more were ordered by telegraph, and those were as quickly engaged by members of the Assembly.

The steamer which we had selected as best suited to our trip being a small one no other berths could be obtained, as we had all the first-class state-rooms. A berth was given to every actual teacher who made application and no friend of education was permitted to obtain the privileges and benefits of this special party so long as a teacher wanted a berth, and every teacher who applied within reasonable time of the sailing day became a member of the party.



The work of arranging the trip satisfactorily was immense, but finally it was all done, and we had secured the desired rates with steamers, railroads, hotels and carriages at home and abroad throughout the entire trip, and when the teachers met at Morehead City, June 18th, 1889, in the sixth annual session of the Assembly, every plan of the tour had been completed and all the members of the party were ready and anxious to begin this most interesting journey to foreign countries.

The morning of July 2d, 1889, dawned bright and beautiful at Morehead City, the home of the North Carolina Teachers' Assembly. It was just at the close of the sixth annual session of the association, and a most pleasant and successful occasion it had been, there having gathered at that meeting near two thousand of the ambitious and progressive teachers of the State, and their friends, for fifteen days of delightful social intercourse and the highest order of educational work.

It was a busy and interesting time in the great Atlantic Hotel at 6 o'clock on that July morning; the large crowd of educational guests was preparing to leave, the halls and offices were piled with trunks and hand-baggage, the clerks were busy receipting bills for departing guests, people and porters were rushing and hurrying here and there, and the train was at the door, seeming by its restless hissing to declare its impatience and desire to be moving; but the matter of greatest interest was the knowledge that one hundred members of the Teachers' Assembly were then setting out from Morehead City for a summer vacation tour in Europe! The tour to be under the entire management of the editor of THE NORTH CAROLINA TEACHER, who was also Secretary of the Teachers' Assembly.

All the confusion of departure was finally over, the people and every piece of baggage were at last on board the train, the genial conductor, Captain Hancock, gave a quick

pull at the bell-cord, "All aboard!" he shouted, and we were soon rapidly leaving the station for Goldsboro. Several members of our European party joined us at Goldsboro, Weldon, and Portsmouth, Va., and at 6 o'clock p. m. we went on board the Old Dominion steamer *Manhattan*, bound for New York.

The sail from Portsmouth to New York was very pleasant, thanks to the good weather which continued. After getting well out to sea the Secretary began to introduce the members of the company to one another, and then commenced those happy social relations which were to continue for six weeks even on more intimate terms than are seen in the most congenial family circles. Introductions, however, were scarcely necessary, as the feeling that each member of the company had an interest in the same common cause, the jaunt in a foreign land, had already removed all barriers to intimate social acquaintance.

About twenty-seven hours after leaving Portsmouth the *Manhattan* entered her dock at New York, and it being rather late in the evening we remained on board during the night. Early next morning the party took rooms at Earle's Hotel, a most excellent and convenient house, on Canal street, within easy walking distance of the wharf where our European steamer was lying.

Our steamer, the *State of Nevada*, intended to sail on Saturday, July 6th, but owing to some strikes among seamen in Glasgow her arrival in New York was somewhat delayed, and that changed the sailing day to Sunday, the 7th. This was rather a fortunate delay for us, as the vast amount of work which the Secretary had in completing all arrangements as to tickets and berths, and the putting of our money into foreign exchange could scarcely have been satisfactorily done in less time. Even with this extra day we would have been greatly hurried had not Mr. Ray, cashier of the Cheque Bank, kindly come to the hotel, with



his assistant, and arranged our money matters in the evening after banking hours.

At New York all others of our party joined us, and we then had in the company just one hundred persons, and it was as happy, merry, congenial and cultured a party of ladies and gentlemen as can be found in any State or country. It was alike a representative body of North Carolinians and educators, and one of which any State might well be proud.

In the company there were sixty-two unmarried ladies, thirty gentlemen, and eight married ladies who were chaperons of the party. Eighty-five of the company were North Carolina teachers and school friends, fifteen were teachers and friends of education of other States, and all were members of the North Carolina Teachers' Assembly.

Our company was not exactly a detachment of the North Carolina State Guard detailed to invade Europe, even though we had one Staff Officer, one Colonel, two Majors, two Captains, one "General" and a good number of handsome daughters of the regiment. We had also two clergymen, one of them our Chaplain, the other the principal of one of the oldest seminaries for girls in the State; and one practicing physician, who was our Surgeon.

Rev. M. M. Marshall, D. D., a prominent Episcopal clergyman, pastor of Christ Church at Raleigh, very kindly consented to serve the party as Chaplain during the trip, and Dr. Thomas E. Anderson, a leading young physician of Statesville, freely offered his professional services to any member of the party, should such be at any time needed.

Our chaperons were Mrs. V. L. Pendleton, of Warrenton; Mrs. Frances Church, of Florence, S. C.; Mrs. J. C. Von Buhlow, of Hickory; Mrs. W. H. Chadbourn, of Wilmington; Mrs. B. L. Reed, of New Bedford, Mass.; Mrs. M. L. Brodnax, of Sharp; Mrs. James G. Kenan, of Kenansville, and Mrs. John S. Cunningham, of Cunningham.



The company represented sixty cities and towns, the University, two male colleges, three military schools, five female colleges and seminaries, twenty private schools and sixteen public schools, with an estimated enrollment of eleven thousand six hundred and twenty-five pupils! Surely the benefits of this tour will be wide-spread to the cause of education in North Carolina and the South.

It has been said that no company is complete unless there is a bridal party along; and we are glad to state that *our* company was complete in this respect also. Since the passenger list had been printed, and only a few days before our day of sailing, two members of the party had wisely concluded that as they were in love with each other it would be better to endure the agonies of *mal de mer* together rather than separately, therefore our friend Miss Otey M. Carrington had become Mrs. John S. Cunningham. Some wicked, thoughtless fellow, as a comfort to those about to marry, has very recklessly asserted that brides and grooms never get sea-sick! We hope our bride and groom may find this statement to be true.

Many of our party met friends in New York, and therefore the spare moments were spent most pleasantly in sight-seeing about the great metropolis of the United States. As but few of the teachers had before visited this important commercial American city it was an exceedingly interesting place to them, and the leisure time was very profitably given to inspecting the attractive art galleries, parks, public buildings and the wonderful Brooklyn Bridge.

Finally all our preparations were completed, the girls had made the last necessary purchase for the trip, the men were impatient to exchange the excitement of the metropolis for the greater excitement of the sea, the ship had the last box of her cargo safely stowed away in the hold, every berth had been satisfactorily assigned, the steamer tickets had been properly prepared and delivered to the Secretary

by the World Travel Company, through whom we had made all our transatlantic arrangements, the railway tickets for "the other side" had been handed to us by Mr. C. A. Barattoni, the affable agent of the London and North Western Railway of England, of whom we had purchased them, and the steam-ship company then informed us that the *Nevada* would sail at 9 o'clock sharp on the next day, Sunday, July 7th.

What a bright and beautiful Sunday morning it was! The earth and the sky seemed to smile upon the beginning of our journey its kindest assurances of a pleasant and safe voyage. There were no laggards in our hotel on that memorable Sunday morning—every member was fully ready to go on board the ship at the appointed time, and the Secretary was so busy in seeing the hundred and fifty pieces of baggage promptly transferred from the hotel that he scarcely had time to realize the magnitude of the responsibility which began to rest upon him from that day of sailing.

Have you ever stood upon the wharf and looked at a great ocean steamer make ready for sea? As you saw the passengers cross the gangway to the deck of the steamer did not a strange sensation come over you that perhaps they would never put their feet upon any earthly shore again? It is a feeling natural to every person and the frequency of the sight does not lessen the sensation in any instance. Perhaps it is this reflection which always brings a crowd of people to the wharf at the sailing of an ocean steamer.

What a number of people stood on the pier on the morning that our ship sailed from New York with the North Carolina teachers for Europe! There were kins-people, friends, acquaintances and strangers, and all seemed to have an unusual interest in this special sailing. There were also reporters from several metropolitan newspapers gathering items for their local columns.



The saucy little steam tug came alongside and made fast to our steamer to haul her from the wharf safely into the river, and the nervous puffing of the insignificant looking boat added to the apparent confusion of the preparations for departure.

"Let go the bowline!" sang out the Chief Officer of the *Nevada*, and the heavy rope fell into the water with a startling splash.

"Ease away aft!" said the officer, and we heard the cable slipping from its fastenings.

"Let go aft! Haul in!" came in quick succession, and we realize that our ship is now entirely clear of the wharf, not to touch again until three thousand miles away, in a foreign land and under a different national government!

At that moment the Secretary stood upon the hurricane deck with all the party around him and loudly shouted, "Three cheers for DANIEL G. FOWLE, Governor of North Carolina!" The Governor was standing upon the wharf waving a tender and affectionate "good-bye" to his beautiful young daughter Helen, who was a member of our party, as the entire company most heartily responded to the cheers proposed, and the flourishing of hats and handkerchiefs continued some minutes after the cheers had been wafted away by the light breeze. Some friends on the wharf sang out, "Three cheers for the North Carolina teachers!" and in turn there were shouts and waving of hats and handkerchiefs upon the shore.

The Secretary took from his pocket a handsome little silk United States flag, and as the ship steamed away from the pier he waved the flag in response to the salutations from the shore. The flag was 30 × 40 inches in size and it was made specially for accompanying the teachers on this tour that it might wave the nationality of our pride over every foreign land which we visited.



The steamer was now well out in the channel and a pull of the engineer's bell from the "bridge" put the propeller to revolving, and the ship rapidly moved down the river while the fluttering of white handkerchiefs continued to signal the responsive farewells between the deck and the shore so long as friends and loved ones could distinguish one another in the rapidly increasing distance.

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## CHAPTER II.

### ON THE ATLANTIC OCEAN.

OUR FIRST DAY AT SEA—INSPECTING THE "NEW SCHOOL-HOUSE"—  
SEA-SICKNESS—THE FIRST LUNCH—GALLANT GENTLEMEN.

Realizing now for the first time that we were indeed going to Europe, and that there were near twelve days of ship-life and three thousand miles of ocean travel between us and the pier at Glasgow, we at once set to work making ourselves at home and comfortable, so far as possible.

This is not a difficult task on board an ocean steamer if the travelers are reasonable, patient and considerate, and it is only hard with those who never can realize that they are not still in the roomy apartments of their own houses, or else making a journey across the ocean by rail in a steady and handsomely upholstered Pullman palace car.

Gracefully and smoothly our ship glided down New York harbor, which, though crowded with craft of every description going in every conceivable direction and moved by every known power, seemed to have ample room for our vessel so that we kept almost a straight course down the channel.

We now pass the Battery, towards which we give a farewell glance and soon we are under the gigantic and imposing Statue of Liberty, and the greatness of the figure seems

to impress us more than ever with a keen sense of the liberties that we enjoy in our American land.

As we steam on down the harbor we meet several incoming ocean steamers whose passengers are on deck enjoying their return home, and the fluttering of their handkerchiefs brings to us from them good wishes for a pleasant and safe voyage across the sea. In return we wave the strangers a most cordial welcome home, and quickly we are gone from one another forever.

To our right we ere long get a view of Sandy Hook light-house, which denotes the entrance to the New York harbor, and shortly thereafter we are passing Long Branch and Coney Island, which are sufficiently near on our left as to be plainly seen. The sea buoy just ahead tells us that we are about to cross the bar, and there the pilot leaves us and carries many a postal card and letter as a last message to friends and loved ones at home.

Now we are indeed upon the great ocean—restless, merciless and trackless. The world is left behind us—we know nothing of events which may excite or interest the fifty millions of people of our country, and to us the whole world is simply this ship, our fellow-travelers and the officers and crew who guide the helm, trim the sails and control the engine.

We turn our thoughts from scenes upon the land which now exist only in our memory, give a pleasant word to those who chance to be near us, and then, as a teacher at recess on the first day of school, we set to work to “get acquainted with the new school-house.”

The Secretary had desired in planning the details of the tour to have the party cross the ocean on an American steamer. However, he found that such a thing was entirely beyond the bounds of possibility, as there is not a passenger ship crossing the Atlantic which is built in the United States or that sails under the American flag! How our



national pride suffered when we learned this! We then sought comfort in selecting a ship from the country we love next best—Scotland.

The *State of Nevada* is an iron ship of the safest build. It came from the company's ship-yard at Glasgow, Scotland, and her builders had more regard for the safety of the vessel than for her possible speed—and, in fact, this is, after all, the great consideration in an ocean steamer.

The ship is three hundred and forty-two feet long, forty-four in breadth, and her average draught is twenty-two feet. The tonnage is three thousand, and the cargo and state-rooms are all below the main deck. She has excellent new steam-steering machinery, which is used entirely except when the sea is very smooth. There is a special saloon for ladies on the main deck and in the centre are suspended growing flowers and beautiful green foliage plants which give a cheerful aspect to the room. In the main saloon there is a piano and a library of choice standard books, also a supply of hymn-books for religious services. A smoking-room for gentlemen is on deck, containing tables for cards and other games. The cabin-passenger limit is one hundred and ten persons, and there are eight large first-class life-boats on deck and an ample supply of life-preservers and buoys. The great mass of iron plates used in the construction of the ship are securely riveted by thousands of bolts, thus putting the vessel beyond all possibility of injury at sea by storm or billows.

The ship is commanded by CAPTAIN J. A. STEWART, a Scotch sailor of many years' experience and also a most thoughtful and courteous gentleman. The associate officers are MR. JAMES HENDERSON, Chief Officer; MR. A. MITCHELL, Chief Engineer; DR. J. STEWART BOYD, Surgeon; MR. CHARLES HELTZEN, Purser; MR. H. M. ARMSTRONG, Chief Steward, and MRS. J. BALD, Stewardess. We soon became well acquainted with the officers, and we liked them all.



Having thoroughly inspected our temporary "ocean home," and expressed our satisfaction with everything, the bell rang for lunch and there was a general advance in the direction of the dining saloon. The first meal on board an ocean steamer is of unusual interest, as at that time the Chief Steward designates the place at the table to be occupied by each passenger during the voyage. The location is announced by a slip of paper on each plate with the name of the person to whom the place is given. Beside the plate is a numbered napkin-ring which is never changed (although the napkin is occasionally changed), and the occupant of the place is sure of having no one else to use his napkin.

The first meal is also of interest because the passengers are then generally hungry and every place is occupied at the tables, which does not occur again during the voyage, except, perhaps, when the last meal is served at the other end of the journey.

After crossing the New York bar the wind freshened somewhat and the ship then began to feel the ground swells. While we were at the lunch table the steamer gave a little cork-screw kind of motion, just perceptible enough as to cause the passengers to cast a significant glance at one another which told the awful suspicions of approaching nausea.

A number of people promptly left the table and hastened upon deck in the hope of averting the "impending crisis." Soon the whole company repaired to the deck and each lady sought the refuge of her steamer chair, and was placidly lying at full length in the chair with a shawl tucked about her, patiently awaiting developments.

The gentlemen seemed unusually chatty—calling attention to the many sails which were in sight, the steamers in the far distance, the beautiful and changing color of the water and the loveliness of the scene in general. These attempted diversions could not avail in checking the steady

approach of those strange, unmistakable and never-to-be-forgotten sensations—first loneliness, then home-sickness, next headache and sleepiness, then a combination of all these ailments, followed by the awful realization that we have a *stomach*, and that the stomach is growing to be too large and troublesome for our uses! •

With this comes a startling suspicion of treachery on the part of our stomach—we fear it is “going back on us”—then we *believe* it is going to do this—a moment later we *know* it is a traitor—yes, “Bless Goodness! *it has gone back on us*”!

A sudden rush to the rail, a bashful look toward friends standing near, a quick opening of the mouth from “ear to ear” and the flood-gate of the stomach; a groan, a moan, a heaving, and a sinking back into the chair pale and languid with a lemon to the lips and a bottle of smelling salts to the nose announce the first victim to Neptune, the cruel King of the Waters.

This signal collapse was rapidly followed by others, and ere long there seemed to be on deck nothing but empty chairs, while the company appeared to have assembled, by common consent and unanimous impulse, along each taffrail for the purpose of getting a better look far over the sea, while ever and anon each person leaned farther forward and gave a quick and melancholy gaze at the waters close by the side of the ship, while mournful sighs were wafted around and upward into measureless space on the wings of the gentle but merciless breeze; and the faint wailings of the ocean-tortured victims took the semblance of such familiar sounds as, “Oh, Sue!” “Oh, Emma!” “Oh, my!” “Oh, Florence!” “Oh, Heavens!” “Oh, Stewardess!” “Oh, John!” “Oh, Fannie!” “Oh, Lord!” “Oh, Mamma!” “Oh, Doctor!” “Oh, Captain!” “Oh, Major,” and every other name upon our passenger list, including many more which did not chance to be there.



The gentlemen of our party were most kind and gave every possible attention to the ladies, and many of them were so excessive in their gallantry that they determined that inasmuch as they were unable to bear all the sea-sickness of the ladies, they would at least *share* it with them, and for that purpose they claimed a full share of space along the rail!

The few members of our party who did not get sick at all put on a "mighty biggitty air" as they strolled about the deck giving assistance now and then and an occasional word of advice to some groaner or moaner. How unbearably conceited we become when we escape sea-sickness while all others around us are sorely afflicted with it! How independent, brave and important we seem to be to ourselves. Indeed it would scarcely be a crime before an honest and ocean-traveled jury if, as soon as a ship is well out at sea, the sea-sick passengers should, in the beginning of their calamity, throw overboard every other passenger who persisted in remaining in a state of good health!

After the first shock of this distressing but very necessary preparation for the fullest enjoyment of an ocean voyage was over, and the sailors had removed from the deck all evidences of the early struggles with the horrid *mal de mer*, most of the company sought silence and the possible comforts of repose in their steamer chairs, and the main deck then presented somewhat the appearance of a great floating hospital.

The ship's bell struck 5 o'clock P. M., and one of the Stewards, with a most mischievous twinkle in his eyes, came upon deck to ring the first bell for dinner. He rang it long, loud and vigorously, and while it failed utterly to excite its usual emotions of pleasure, yet it produced a most sudden, unusual and unexpected commotion on deck. At the first sound of the bell there was a general uprising of the patients from their reclining postures, and it seemed,



to a casual observer, as if they all thought that the bell was the last one for dinner and they were eager to get to the table, but, alas! such was not the case.

The bell had simply reminded our rebellious stomachs that they were made to sometimes receive and digest food and instantly they renewed the war against any such proposition, and each possessor of these mutinous portions of our anatomy was again sent flying to the rail, where there were renewed "wailings and gnashing of teeth"!

When the darkness of night had fully come we all began to seek early the repose of our state-rooms. It had been expected that there would be religious services in the saloon before we retired but as neither Chaplain nor people were able to enter with spirit into the service it was deferred.

The first night at sea is quite an event of the voyage. There is the strangeness of the situation to be met, the closeness and "stuffyness" of state-rooms to be endured, the ceaseless sound of the propeller and engines to become accustomed to, and therefore we are apt to feel more uncomfortable on this night than at any other time during the voyage.

However, all these things were gracefully accepted by our party, and soon the tired travelers, whom the excitement of the day had exhausted, were lulled into sweet sleep even by those strange sounds and unusual sensations of the sea; and when the ship's bell struck the hour of 10 P. M. the deck was deserted and the lonely cry of "All's well!" by the night-watch fell upon the air unheard by our one hundred travelers, whose dreams were a pleasant commingling of alternate scenes of home and loved ones and gorgeous landscapes in foreign countries.

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BREAK UP the sing-song drawl by having the pupil read with you, and by persistent drill.

## MRS. JOHN A. McDONALD.

As North Carolina is always proud to see her sons take high positions as educators, so the State is rejoiced in even a greater degree when her native daughters also attain distinction as faithful and eminently successful teachers. It is to the credit and pride of our State that our female teachers who are giving their lives to the work are being accorded exalted positions in the profession which, by patient and conscientious hard work, they have fairly and honestly earned.

The day is not far distant when woman's work and worth will be equally recognized with that of her male co-laborer in all departments of our educational systems, and we shall see more of our female teachers serving the State acceptably and successfully as principals of high schools and academies, superintendents of city schools, county superintendents, and presidents of female colleges and seminaries.

The fine portrait which we give our readers with this number of THE TEACHER represents one of the best known, most enterprising, progressive, popular and successful female teachers in North Carolina—MRS. JOHN A. McDONALD, the president of Shelby Female College, in Cleveland county.

Mrs. McDonald is a native of Chatham county, was born in Pittsboro in 1833, and is now in the fifty-sixth year of her age. She was educated in the county and town of her nativity, in the famous Locust Hill Seminary, which so long existed at Pittsboro under the principalship of Miss Hewitt, of Washington City, and supervision of Bishop Ives. In 1851 she was married to Mr. John A. McDonald, of Moore county, and the union has been blessed with twelve children, eight of whom are living. The daughters have all been excellent teachers, and the sons are useful and successful business men in this State and elsewhere.



Until 1864 Mrs. McDonald taught schools at Gulf and other points in her native county, and then she moved to Raleigh, where she had a very pleasant and popular private school for two years. Her rare talents as an educator being soon recognized at the capital, she was elected a teacher in the city graded school upon its organization in 1876. She continued in this position for six years, when she was selected by Rev. R. Burwell and Son, principals of Peace Institute, to take charge of the Kindergarten and Primary departments of that institution.

She remained at Peace Institute for five years, and was then elected by the trustees of Shelby Female College as their principal female teacher, which position she accepted and most successfully filled for a year and a half, and when the health of Rev. Mr. Willis, the former president, failed in 1888, Mrs. McDonald was unanimously and without solicitation elected to the presidency of the college, and she was re-elected to the same position in 1889.

The reputation which Mrs. McDonald has enjoyed as a teacher of unusual ability has filled her summer vacations with work in the various normal schools throughout the State, she having taught two years at Wilson, two years at Newton and one year at Winston. She has also assisted in conducting teachers' institutes in Lincoln, Cleveland, Mecklenburg and Iredell counties, and her services are in constant demand wherever she is willing to undertake this extra and special class of educational work.

Shelby Female College is one of the best equipped and most popular institutions of the kind in the western portion of North Carolina. It is delightfully situated in a pleasant, prosperous and progressive mountain town, has an excellent new building, well furnished, and under its present management the college is sure to enjoy a most gratifying prosperity, in which it has always the very best wishes of THE NORTH CAROLINA TEACHER.



## A BOY'S WORST ENEMY.

What is it? The saloon? No. The gambling table? No. Temptations to swear, to steal, to lie, to be disobedient to parents? None of these. What is it? *Books*. Books like the following, as catalogued by Dr. Gladden:

“‘Sunflower Sam of Shasta, or Deadwood Dick, Jr.’s Full Hand—a Tale of You Bet’; ‘The Double Daggers, or Deadwood Dick’s Defiance’; ‘Deadwood Dick’s Double, or the Ghost of Gorgon’s Gulch’; ‘Captain Crackshot, the Great Brigand, or Gypsy Jack from Jintown’; ‘Bonanza Bill, Miner; or Madame Mystery, the French Forger’; ‘The Boy Runaway, or the Buccaneer of the Bay’; ‘The Boy Bedouins, or the Brothers of Plumed Lance’; ‘The Black Band of New York’; ‘Bob the Boy Detective, or the Mystery of the Missing Head.’”

Our children will read, and it is our duty to see to it that they read what is the best, that they acquire a taste for what is good. Dr. Gladden states that he has recently read one of the serials of a popular periodical, taken in a certain school, and this is his outline:

“It proceeds to tell how a company of boys formed a secret society for various mischievous operations, and finally ran away and came to grief, of course; but the details of their mischief are worked out with great minuteness, and the practice of the young rascals is sure to make a stronger impression on the reader’s mind than the preaching of the author. Very many of the readers will be thinking all the while what stupid these boys were to have been circumvented and caught, how the mischief might have been better managed, and the effect of it all will be very nearly as bad as if there were no such pious purposes as the author professes. This kind of teaching generally has the effect of an anti-climax; it amounts to showing the boys how nice it would be to be naughty provided they did not get caught at it!”

Much has been said in these pages concerning the duty of parents to supervise the books pupils read. Perhaps some one asks, “What can I do?” We answer this: Select the most interesting book that is good, and make it a subject of conversation, excite an interest in the story,

lead the scholars to say, "Can I borrow that book of you?" or "Where can I buy that book?" When once an *interest* is awakened in what is good, it is not likely to die.

We cannot counteract a bad taste by saying as one teacher did to his large school: "I wish to warn you against reading 'Dick the Outlaw.' It is a bad book." The bookseller said that, one by one, nearly all the older pupils of that school asked him to send for it. He did so, and sold at once over fifty copies. The teacher meant well enough, but he was ignorant of human nature. An ounce of honey will attract more flies than a barrel of vinegar. Telling pupils what not to do is bad; but telling them what to look forward to with pleasure, *and giving them an ambition to do something good, is excellent.*—*School Journal* (N. Y.).

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### A GOOD THING ABUSED.

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A letter before us calls to mind very forcibly the fact that the best of causes may be made ridiculous by being explained by those who know the least about it. This has been true of object-lessons, of language lessons, of reformed methods, of manual training, and all else that has been introduced as an improvement in educational methods.

In the hands of the theorist or the untrained tyro object-lessons come to consist of mere questions and answers on the qualities of an object or objects. "What is this I hold in my hand?" "An apple." "Yes, and what do we call this part of the apple?" "That part of the apple we call the stem." (For the answers must be in full sentences). "Yes, and what is this end of the apple called?" "That is called the blossom end of the apple." "And what is this called that I now touch?" "That is called the outside or skin of the apple." The teacher now cuts the



apple in two pieces, and again questions, "What do you now see?" "I now see the inside of the apple." "What is the inside of the apple called?" "The inside of the apple is called the pulp," and so on *ad nauseum*.

This is a fair sample of the object-lesson business in the hands of the hobbyist. Is there any value in it to a child that has ever seen or tasted an apple? We think not. There is, however, a serious waste of time. There is not even here the semblance of a valuable language lesson, though such would be the claim put forth by extremists. It is only necessary to say in passing that much of what is known as language training, as pursued in many schools, is equally aimless and desultory.

Everything in object-lessons and everything in the nature of language culture must, in order to be valuable, have science for its basis, and every fact and principle taught should be presented in the light of science, and lead to the individual science itself on which it is based. Object-lessons and language lessons, given in a hap-hazard way and not based on science and scientific methods are really of little value.—*Educational News (Phila.)*.

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A GOOD way that I have found for reviewing geography is to have the school divided as in a spelling match. Then the sides alternately state some geographical fact. If something is given that is not a fact, the one doing so sits down. No fact is to be repeated. The teacher decides in all cases of doubt. It is surprising how much interest pupils will take in looking up facts. The teacher asks no questions, and the interest increases as the number on each side becomes less. It gives the pupils an opportunity to tell what they know, and they always desire their side to be victorious. It is good for a Friday afternoon's exercise. Try it.—*G. W. Henshel*.



# NORTH CAROLINA TEACHERS' ASSEMBLY.

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## OFFICERS 1889-'90.

HENRY L. SMITH, PRESIDENT, Davidson College, N. C.

HUGH MORSON, TREASURER, Raleigh, N. C.

EUGENE G. HARRELL, SECRETARY, Raleigh N. C.

The Seventh Annual Session will be held in the Assembly Building at the Atlantic Hotel, Morehead City, N. C., June, 1890.

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## SIXTH ANNUAL SESSION.

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### SECOND DAY.

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MOREHEAD CITY, Thursday, June 20th.

The devotional exercises of the morning session were conducted by Prof. J. C. C. Dunford, of Judson College, Hendersonville, N. C. The very beautiful duet, "Refuge," was sung by Miss Anna Neal, Principal of Virginia Dare Institute, Concord, and Mr. E. P. Mangum, of Asheville Graded Schools; Miss Thecla Burmeister, teacher of music in the Asheville Female College, presiding at the piano.

Capt. C. F. Siler, of Holly Springs, moved that the sympathy of the Assembly be expressed for Senator Z. B. Vance on account of his recent sufferings and the regrets of the Assembly at his being unable to be present at this session as had been expected; and the Assembly voted unanimously to adopt the motion.

A letter from Vice-President W. A. Blair, now in New York and about to sail for Europe, sent his warmest greetings and best wishes.

The special work of the morning was then announced by the President as "Children's Day," the exercises to be devoted wholly to primary work in the school-room. Supt. J. L. Tomlinson, of the Greensboro Graded School, opened

the discussion in a fine address on the subject of "Supplementary Reading," and the value of his address was increased by the following carefully prepared suggestive course in reading for a child who expects to complete a nine or ten years' course at school:

*First grade—half year.*—Two or three sets of Reading Charts; Several Primers.

*Second grade—half year.*—Several First Readers; Seaside and Wayside Reader, No. I; (Story of "Mr. Crab").

*Third grade.*—Second Readers; Seaside and Wayside Reader, No. II; Æsop's Fables; Easy Fairy Tales and Folk Stories.

*Fourth grade.*—Third Reader; Seaside and Wayside Reader, No. III; Andersen's Fairy Tales, 1st Series; Scudder's "Book of Folk Stories."

*Fifth grade.*—Fourth Reader; Andersen's Fairy Tales, 2d Series; Defoe's "Robinson Crusoe"; Ruskin's "King of the Golden River"; Hooker's "Child's Book of Nature," I; Scribner's Geographical Reader.

*Sixth grade.*—Fourth Reader; "Arabian Nights"; Kingsley's "Water Babies"; Hawthorne's "Wonder Book"; Hawthorne's "Little Daffy-downdilly," and other Stories; Hooker's "Child's Book of Nature," II

*Seventh grade.*—Lamb's "Tales from Shakespeare"; Hawthorne's "Tanglewood Tales"; Scott's "Lady of the Lake"; Scott's "Tales of a Grandfather"; Hooker's "Child's Book of Nature," III; Spencer's First Steps in North Carolina History.

*Eighth grade.*—Church's "Stories of the Old World"; Martineau's "The Peasant and the Prince"; Longfellow's "Evangeline"; Scott's "Ivanhoe," or "Quentin Durward"; Dickens' "Child's History of England."

*Ninth grade.*—Irving's "Sketch-Book"; Burroughs' "Birds and Bees," "Sharp Eyes," etc.; Longfellow's "The Courtship of Miles Standish"; Shakespeare's "The Merchant of Venice"; Kingsley's "Greek Heroes."

*Tenth grade.*—Whittier's "Snow-Bound," etc.; Shakespeare's "Julius Cæsar"; Shakespeare's "The Tempest"; Wallace's "Ben Hur"; Fiske's Irving's "Washington and his Country."

The discussion was continued by President Winston, who stated that the school library collected by Supt. Tomlinson for the Winston Graded School included 3,000 volumes, worth about \$4,500.

Supt. Claxton, of the Asheville Graded Schools, asked how much time was to be given to the various books selected, and this question was satisfactorily answered.



Rev. Thomas Hume, of the University, said that there was perhaps danger in attempting to accomplish too much in some of the grades of the public schools.

President Winston said that it is better for a child to read almost any kind of a book than to read nothing at all. He did not consider that *all* the books in the suggested list were to be read in the time specified, but were simply for selection by the teacher. He specially favored the encouragement of fairy tales for the children. Scott's novels were cordially commended, and particularly "Ivanhoe."

The second subject under the head of primary work was discussed in an admirable paper upon "Grouping and Busy Work," by Miss Katie Millard, of Goldsboro. This paper was so greatly enjoyed that a special vote of thanks was given to Miss Millard. The speaker said:

By grouping we mean classifying, or forming classes smaller than a grade is supposed to be. It is breaking up a larger number of children into lesser groups in order that more good work may be realized by the teacher, and more progress be made by the child in the branches taught.

A teacher, from the nature of her occupation, cannot afford to do anything in her school-room without questioning it as to its advantages, even if a satisfactory conclusion cannot be arrived at until after some experience in that which is questioned,—as is often the case. But in the first division of the subject before us—Grouping—we need not hesitate in according favor to it before first waiting to test it. Its advantages are too apparent. Suppose we do not group our grade, but teach it (or *try* to do so) as a whole. We would find that in that large number less good could be done to each child individually, by reason of the varying capabilities of the children and the failure of securing the attention of so many for so long a time. If there were no grouping each child would be on immediate duty all day—that is, the teacher would be talking to each and every one, personally, all day; when, on the other hand, if the child were taken with a few others for lively and effective instruction for twenty minutes, or half an hour, then allowed to remain quietly and busily at



some work assigned it while others are with the teacher, there is more variety, and hence interest, for the child; and where there is interest there is sure to be progress in the right direction, provided the teacher has been wise in directing the interest to the proper things.

The chief advantage of teaching by groups is that it is individual teaching, and not that in which a room full of children, erect in straight rows, *all* call out in loud responses—a large number chiming in after the first word of the brightest ones—those who would learn by themselves without a teacher and who are the very ones kept back for the duller ones. This is obliged to be the case, or, just as bad, if not worse, the duller ones have the *name* of keeping up when in reality their minds are not on the words they speak, and not to their fault is it due, but to the mistake, or lack of interest on the teacher's part. These outward shows and shams are very pleasing and gratifying to the looker-on who does understand it as such, but teaching is not for that purpose alone; it is to do full duty to *every* child, one as much as another, and in order to do this individual work the mass must be assorted.

When a grade is formed the standard of grading is the amount of knowledge the child seems to possess, but the special teacher of that grade formed has the opportunity to know those who have gained that knowledge easily and who can consequently gain more in the same, and *vice versa*. So each teacher is enabled, by studying the powers of each child under her instruction, to group or grade her grade. Hence we see that the groups as to number may not be uniform. It has been found convenient for the average grade to be divided into three divisions, and quite often a small fourth class of one or perhaps two forces itself in the list.

Some one has asked, "Should we group in all branches of study?" Certainly, in reading and numbers, and if in reading, of course in spelling. In other things, such as writing, drawing, singing, etc., the entire grade may be taught successfully as a whole.

Perhaps that which most certainly insures success to a teacher is studying the children under her care. If each and every little one is noticed often and carefully with a view to finding out just what that child knows, and not

only *what* it knows, but *how* it learned it, the teacher, by reason of this effort, will feel increased interest, and enlightenment, too, as to the best way to present instructions to those taught. Grouping is the aid of all aids in gaining this knowledge of the child individually. The little ones, though unconscious, are OUR instructors.

Do not take anything for granted. If, for instance, during the course of a reading lesson, you are in doubt as to a sentence read, bring the child up close to you and have it read again. Be not content until you are positive of knowing every word spoken by that child. This instance is chosen because little children, in their reading, will so often say some word which is not the exact one but one which resembles it in sound. This certainty of what the pupil is accomplishing, and of his abilities, is best gained where there are classes of children grouped systematically.

Now let's leave the class on recitation and turn our attention to the little ones left at their seats to await their turn. They must have some work assigned them, which, when the teacher returns, will be looked over and corrected. A teacher should never leave this work unnoticed. We see what a close connection there is between grouping and busy work. One follows the other as the shadow follows the object. They are inseparable. How to keep the little folks at work, and what kind of work should be given them, has been, and is still, a very difficult problem to solve. Still, we need not weary or feel discouraged in the presence of this problem, for if, after gaining a point or two from which to start, we will take advantage of them and persevere, making no logical blunder or mistake in reasoning, we must arrive at a conclusion not far from right. Busy work or seat work should not be given to the pupils merely to keep them out of mischief or prevent them from remaining idle. It should not be negative in its character, then; neither should it be something that is wholly disconnected and apart from their lessons any more than one lesson should be separated from another, but a kind of supplement—one helping the other, and all blending together. Thus the pupils are continually gaining strength and power in the one to help in the next.

An excellent plan for a school in which are found two or three primary grades would be to have an additional room



presided over by a kindergarten teacher. Into this room should be sent all the children not on recitation. This plan has been adopted for the higher grades by those of our graded and high schools that have one common assembly hall, and it seems very probable that it would be a good thing for the *little* folks to have one to which they could go, and be under the care of a kindergarten teacher, instead of remaining in their own rooms for busy work. But taking it for granted that we must have exclusive care of the pupils, we must meet the troublesome question of how to keep the little hands employed. We have spoken of what nature the work should be, and found that it must be such as will impress upon the mind of the child a former lesson, or prepare the way for one coming. For example, after a new word has been shown to the class send them to their seats, and leave them to copy the new word, simply, and in sentences, then after resting a few moments by reading sentences containing the word another period of seat work is furnished by letting them draw pictures of the object recalled by the new word.

The following has proved most fruitful of good results: Place an attractive picture before the class and after talking about it and bringing out the points desired by questioning until much enthusiasm and interest are aroused, leave the children to write about the picture. When the teacher looks at the slates she should write on the black-board a list of the misspelled words. Of course these words should be given to the pupils as a copying lesson, to fix their correct forms in their minds, and thus one thing creates or suggests another until busy work is not such an intricate problem after all. In this last plan suggested the teacher should not only give the list of misspelled words to the class to learn but she should keep them herself from day to day. So if the teacher will prepare a list of all the words found in the readers taught by her, and will keep this list of the new words afforded by the language or picture lessons, she will know the exact number of words her pupils should be able to recognize at the close of the year. Especially is this true of the first year's work.

Very little effective busy work can be done in numbers. That is something which requires the immediate oversight of the teacher to a great extent. Writing furnishes a large



amount of work for the little hands to do. If properly directed, matching colors, card-board cutting, drawing, making designs out of assorted sticks, splints, shoe-pegs, shells, etc., will be good work. *Whatever* the work assigned may be, see that the child does it his best. Never accept anything which is not the best the child can do. If the teacher will have a careless child to give her its best work two or three times, and will accept nothing else, the child will soon grow to be painstaking and neat, for its own sake. They never tire of work as long as it is well done.

#### NIGHT SESSION.

The subject for special consideration this evening was "Political Economy in the Schools." The speaker, Rev. J. F. Crowell, President of Trinity College, was introduced to the audience by Hon. S. M. Finger. This lecture was practical, clear, reasonable, forcible and instructive to a very high degree. His reasons why a teacher should be particularly interested in the study of political economy were very clear.

#### SPECIAL NOTES.

Among the prominent educators of the State who are attending the Assembly are Hon. S. M. Finger, F. P. Hobgood, Rev. John F. Crowell, J. H. Horner, Hugh Morson, Rev. Thos. Hume, P. P. Claxton, E. W. Kennedy, Chas. D. McIver, J. L. Tomlinson, Eban Alexander, Hon. K. P. Battle, M. C. S. Noble, E. A. Alderman, Dr. R. H. Lewis, Rev. T. M. Jones, J. C. C. Dunford, J. M. Weatherly, Geo. T. Winston, J. L. Armstrong, L. W. Bagley, W. L. Poteat and others.

Among the leading female teachers present we find Mrs. McGilvary, Mrs. McRae, Mrs. Fray, Mrs. Von Buhlow, Misses Brookfield, Neal, Marshall, Patrick, Burmeister, and others who are well known in North Carolina.

Gov. Daniel G. Fowle and family arrived to-day and expect to remain here throughout the session.

# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., } EDITORS, CHAPEL HILL, N. C.  
E. ALEXANDER, PH. D., }

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## HOW TO USE A DICTIONARY.

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The average student derives little benefit from the use of a Greek or Latin dictionary. He "looks out" words and tries to remember their English meanings, even going so far occasionally as to search through several pages of a dictionary to find the identical passage he is studying, with the proper translation suggested by the editor of the dictionary. This work affords exercise for eyes and fingers, but trains the mind very little. It cultivates the memory, but in a mechanical way, and fails to develop and strengthen the judgment. Why should a pupil ask the editor of a dictionary to do all his thinking in regard to the meaning of words? The very best mental exercise a boy can have is to think out for himself the meaning of words. If one knows that *caput* means *a head*, why look into the dictionary to learn that *caput extollere* means to *raise one's head*, to *become bold*; or that *capita conferre* means to *put heads together*, to *consult*; or that *caput aquæ* means the *head* or *source of water*; or that *caput Latii* means the *capital of Latium*? Surely it requires no great ingenuity to discover these meanings even in isolated extracts, while the complete passage in the author read will frequently throw such light upon the idea necessarily expressed by the word in question that one may even guess its meaning without any previous knowledge.

Too much time is spent in looking out words and memorizing their meanings. A few roots should be committed



to memory with their general meanings, and it should be required of the student to trace and derive their secondary, tertiary or more remote meanings, as well as their meanings in certain special phrases. The beneficial results of such mental effort are very great, and a practical familiarity with words, their growth, development, special shades of meaning and interdependence on each other will not fail to produce better English scholarship.

G. T. W.

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### THE ART OF READING LATIN.

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Teachers who would like to keep informed as to the improved methods of classical instruction will be much interested in reading Prof. W. G. Hale's pamphlet on the "Art of Reading Latin," Ginn & Co., New York, 25 cts. The pamphlet has been published for some time; but its eminent merits entitle it to frequent mention. We have derived much pleasure and have achieved some success in following the methods of instruction so clearly and enthusiastically set forth by Prof. Hale.

G. T. W.

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### GEPP & HAIGH'S LATIN DICTIONARY.

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Students and teachers desiring a reliable, scholarly, handy Latin dictionary at a very small cost may know that Messrs. Ginn & Co., New York and Boston, have published a model dictionary of this kind. In some respects Gepp & Haigh's Dictionary is even fuller and more reliable than the large lexicons. A careful examination warrants us in saying that the dictionary is excellent in scholarship and is sufficiently comprehensive and full for pupils in schools and even for college students not specialists.

G. T. W.



## GOW'S COMPANION TO SCHOOL CLASSICS.

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This excellent little manual is already in a second edition within one year of its original publication. Many improvements and some corrections have been made in the new edition. It would be difficult to find matter more interesting, more varied or more useful in any book of the same size. We heartily commend it to all classical teachers, as exceedingly helpful. An abstract of its contents, already published in our pages, shows a wide and interesting range of topics, which are treated with scholarly discrimination. The publishers are Macmillan & Co., New York.

G. T. W.

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## PREPARATORY INSTRUCTION.

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From a circular-letter addressed to teachers preparing students for the University we extract the following in regard to preparation in Latin and Greek :

“ In Latin the course of preparatory instruction should ordinarily require three years, and should include an amount of reading equivalent to five books of Cæsar's Gallic War, four orations of Cicero and five books of the Æneid. The amount of reading, however, is not so important as a thorough, easy and practical knowledge of all the forms of declension and conjugation, and the acquisition of a good vocabulary. A well-prepared student should be as familiar with Latin forms as with the multiplication table or the English alphabet. Nothing short of perfect knowledge is sufficient. The practice of writing Latin and also of translating easy Latin without previous study and without grammar, notes or dictionary, will be of great aid in making pupils ready, accurate and thoughtful. Written exercises of all sorts and written examinations are essential to accurate scholarship. The study of Roman history greatly promotes interest in and knowledge of the Latin authors read, and it should form a part of every preparatory Latin course. Pupils who are mature (15 years old), and have studied English grammar, may begin their Latin prepara-

tion with 'Gildersleeve's New Latin Primer,' while younger pupils and those lacking early culture are advised to begin with 'Bingham's Latin Grammar,' revised by McCabe, or with 'The Beginner's Latin Book,' by Collar and Daniell. Exercises in composition should be conducted from the start. The second year's course may include Cæsar's Gallic War. Gildersleeve's Exercise Book may now succeed the Primer; or Collar's Practical Latin Composition may succeed Bingham's Grammar or the Beginner's Book, provided those books have been completed. Roman History should be studied as soon as a pupil commences to read Cæsar. During the third year Cicero's Orations may be read and then the Æneid or Ovid's Metamorphoses. The latter is better for schools, because it is easier, more interesting in subject and capable of reading in portions without loss of interest or clearness. Gildersleeve's Latin Exercise Book or Collar's Practical Composition is recommended for practice in writing Latin. Bingham's Grammar may be continued, if not already completed. The Novum Testamentum is recommended for sight-reading, or the Historia Sacra, or Viri Romæ. The systematic study of Latin-English etymology should be introduced during this year.

"Pupils who do not learn thoroughly the first year's course should study it another year or even a third year before proceeding further. Such pupils will require five or six years or even longer to prepare properly for the University.

"The Professor of Latin will be glad to advise with teachers in reference to the best editions of Latin text-books.

"In Greek the following are the requirements for admission: Three books of Xenophon's Anabasis; Greek Grammar (Hadley-Allen or Goodwin, the former preferred); simple exercises in translating English into Greek. Those who have not read all of the required three books of the Anabasis may, if the rest of their preparation is satisfactory, make good the deficiency by private reading during the first term.

"Suggestions to teachers: An excellent book for use with beginners in Greek is 'An Inductive Greek Method,' by Harper and Waters (Iverson, Blakeman & Co.). Pupils who have finished it have, at the same time, read Book I of the Anabasis, on which it is based. They can then go on with Books II and III in any good edition of the Anabasis. Kelsey's (Allyn and Bacon) or Goodwin and White's (Ginn & Co.) will be found to be useful editions.

"Coy's 'Greek Reader' (D. Appleton & Co.), giving in 67 pages the story of Books I-IV, will be accepted as the equivalent of any *one* book of the Anabasis. The revised edition of Harkness's 'First Greek Book' (Appleton & Co.), Frost's 'Greek Primer' (Allyn and Bacon), White's 'First Lessons in Greek' (Ginn & Co.), may be mentioned as suitable books for use with beginners instead of the method recommended.

"Whatever plan is adopted, it is desired that candidates for admission in Greek be accurately prepared on grammatical forms, syntax, etc., and



able to read Greek of ordinary difficulty with readiness. Teachers are advised to have their pupils pay special attention to pronunciation and accent from the very start.

"Greek should usually be begun one or two years after the pupil has taken up Latin. Students who have already studied Latin may finish their preparation in Greek within two years; those who are especially diligent may do the required work in even less time, but the time of preparatory study should not be shortened unless it is absolutely necessary to do so.

"The Professor of Greek will gladly correspond with teachers who are preparing students for the University."

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### CLASSICAL TEXT-BOOKS.

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*The First Three Books of Homer's Iliad, for the Use of Schools.* By Thomas D. Seymour. Ginn & Co. Price, \$1.35. This is intended to be a "School Iliad" and it will be found to serve that purpose admirably. The text is that of the editor's Books I-III in the well-known College Series of Greek authors, with notes adapted from that edition. The contents also include an excellent introduction simplified or enlarged from the editor's work on *The Language and Verse of Homer*, and a concise vocabulary to Books I-VI.

*First Greek Reader.* By Edward G. Coy. Third Edition. D. Appleton & Co. This edition of Coy's *Greek Reader*, a book which has been received with much favor by teachers, differs from its predecessors mainly in the addition of simple exercises in prose composition. Two-thirds of the Greek text are occupied with selections from Xenophon, covering, in 67 pages, the entire story as given in the first four books of the *Anabasis*. These selections are simplified, but Xenophon's own words are used so far as possible. The other selections are taken, with some changes, from Morice's *Stories in Attic Greek*, mostly adaptations from Thucydides. The hints toward a method of study and those on various points of syntax are practical and suggestive. The only fault that we have to find with this *Reader* is the absence of a vocabulary, which ought to be appended to books intended for the use of beginners. It is true that special vocabularies to the *Anabasis* can easily be had; but the usefulness of the book would be largely increased by adding a vocabulary when the next edition is to be issued.

*Iphigenia among the Taurians.* Edited by Isaac Flagg. Ginn & Co. Price, \$1.60.



*The Protagoras of Plato.* Edited by James A. Towle. Ginn & Co. Introduction price, \$1.60.

These two volumes belong to the excellent College Series of Greek authors, every volume of which has taken its place among the best editions. The notes to the *Protagoras* are in the main translated from the German of Sauppe, but have been added to, abridged or altered, wherever found desirable.

Flagg's *Iphigenia* is a very welcome addition to the series. The play itself is one of the most charming of dramas, and Dr. Flagg has edited it with rare judgment.

*An Inductive Greek Method.* By Harper and Waters. Ivison, Blake-man & Co.

Every teacher of Greek should have this book, even if he prefers to use another with his classes. It is full of useful helps for teachers and students. The authors claim that it will arouse enthusiasm and will increase results, and we believe that its use will justify these claims. The method is, briefly, as follows: A sentence of Greek (the *Anabasis* is the text) is first given. The pronunciation and translation of each word are printed with it. These are to be thoroughly mastered. In connection with this, the notes on each lesson are read and digested, in order to fix firmly in mind what is sought to be mastered, and in order to gather grammatical material from the very beginning. After text and notes of each lesson have been learned, important principles, drawn from the material already mastered, are pointed out under the head of "observations." Then the grammatical material is systematized and arranged with reference to the grammars of Hadley-Allen and Goodwin, furnishing a review of what has already been done. Next, the words used are placed in alphabetical order and form the basis of additional study, while varied exercises and topics for study complete the lesson. The lessons cover all of the first book of the *Anabasis* and include a formal study of every part of the grammar, with constant opportunity for review. There is a general vocabulary and also a special vocabulary of the words in the first book of the *Anabasis* (1,285 in all) arranged in the order of their first occurrence.

The book has many excellent features. Dr. Harper's efforts have revolutionized the study of Hebrew in this country; it is too much to say that this book will revolutionize the study of Greek, but it will certainly be favorably received and widely used.

It is beautifully printed at the University Press. The large, handsome Greek type is so clear that an oculist might almost recommend it as a remedy for weak eyes.

*Irregular Verbs of Attic Prose.* By Addison Hogue, Ginn & Co. Price, \$1.60.

This title, even with the sub-title "Their forms, prominent meanings, and important compounds, together with lists of related words and Eng-

lish derivations," hardly conveys a full idea of the wealth of the material treated. The author professes no originality, and yet every page shows the fruit of careful study, large experience and sound sense. The English derivations incidentally mentioned number 504, though words which exemplify Grimm's law are excluded. Many synonyms are explained; indeed, the author constantly goes out of his way, but on closely related paths, to bring in facts which add to the interest and usefulness of this excellent work.

A hurried examination reveals very few errors. On page 207, however, by a curious slip, *charity* is said to be from the Greek *charis*. It is, of course, from the Latin *caritas*, through French *charité*, and has no connection whatever with the Greek *charis*. Unusually complete indices, classified under various heads, make the book exceedingly convenient for reference. It deserves a place on the desk of every teacher and student of Greek.

*Xenophon's Anabasis, Books I-IV.* Edited by F. W. Kelsey and A. C. Zenos. Allen & Bacon. Price, \$1.60.

One would suppose that the numerous editions of Cæsar, Virgil, Cicero, Xenophon and Homer now in use ought to render others unnecessary for many years. It is worthy of note, however, that the present decade has given us editions of their works that are vast improvements on those formerly in use.

In some respects Kelsey's *Anabasis* is preferable to any that we have. The notes are brief, judicious and clearly put; common idioms and phrases are grouped together in a useful way; the vocabulary, covering the whole work, is particularly well made; the illustrations, four in color, the plans and maps, are useful and attractive features. The introduction discusses the geography of the Persian Empire, followed by a sketch of Persian history and civilization; the expedition of Cyrus; the Greek art of war (fourteen pages); the life and writings of Xenophon.

The book is beautifully printed, coming from the University Press.

E. A.

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It is a noticeable fact by all teachers of writing that the longer the copy the less the improvement made by the pupil. This results from the fact that when a fault has been discovered and pointed out by the teacher by the time a long copy has been completed and the letter or word having the fault is again reached the suggestions for its correction are forgotten and the fault is repeated.—*Penman's Journal.*



# IN THE SCHOOL-ROOM.

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## SCHOOL-ROOM VENTILATION.

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With the approach of cold weather every teacher should give close attention to the ventilation of their school-rooms. Thermometers are well, but in most instances the child at its desk, with no opportunity to change its position for half an hour at least, is the safer test of what should be the temperature of the room. Teachers can change position frequently. Better to risk the evils of impure air on a chilly day than prejudice the health of children by admitting currents of cold air upon the heads and shoulders of pupils who are unable to change their positions. Currents of air through open windows, from above or below, upon children confined to their seats should never be allowed. It is both wicked and cruel.

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## FREDDY'S TIME-TABLE.

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My little nephew ran across, somewhere, a paragraph which said that anybody could have at least two hours of waste time a day by running on a time-table. Freddy brought the chapter to me and asked what it meant. I told him. I advised him to make out a time-table for himself and try running on it for a few days. He said he guessed he would. In a day or two he submitted the following to me :

A. M.

6:45 to 7—Gettin' up.

7 to 7:30—Bath and gettin' red dy for brekfus.

7:30 to 8—Brekfus.



8 to 8:20—Pairs.

8:20 to 8:30—Hard study.

8:30—Start for skool.

9—Get there (a feller must have some fun in life).

9 to 10:30—Study and resite.

10:30 to 10:45—Reses (ort to be longer).

10:45 to 12—Study and resite.

P. M.

12 to 12:15—Goin' fer lunch.

12:15 to 12:30—Eatin' it.

12:30 to 1—Sloos of things. Playin' ball mosly.

1 to 3—Skool agen. Tuffest part of the day.

3—Skool over. Fun begins.

3 to 6—Baseball. Bisickle ridin'. Goin' to walk (sumtimes with a girl). Slidin' and skatin' in winter. Flyin' kite. Botherin' the dog. Peanuts. Goin' to ride with pa. Shoppin' with ma (when I don't know it beforehand). Kandy. In bad weather readin'. Sloos of other things.

6 to 7—Dinner (grate time for me).

7 to 7:30—Nothin' much. Don't feel like it.

7:30 to 8—Pa gets done with paper, an' reads sumthin' alowd.

8—Sez I must begin to study.

8 to 8:15—Kickin' against it.

8:15 to 9:15—Study.

9:15—Gwup to bed.

9:15 to 9:35—Windin' Waterbury watch.

9:35 to 9:45—Undressin' and gettin' into bed.

9:45 till mornin'—Grate big times with dreams, but a fellow can't stop to enjoy them much. Wonder why dreams can't hang on like reel things?

P. S.—Ware do thos' too extry 'ours cum in?—*Phrenological Journal*.

---

## DO YOU?

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Do you talk plainly to the girls? Let us see. You have fifty boys and fifty girls in your school-room. The girls have the same chance of life, health, usefulness and happiness that the boys have. But how different they turn out! Why must a being, because she is a girl, screw up her ribs, wear thin stockings and shoes in winter, learn no art or trade by which she can support herself? Rev. Dr. Park-

hurst said in an address last year: "Everything in the boy's school tends to practical usefulness; in the girl's school to adornment." The girl has brains enough it would seem, but how little appeal is made to them.

Why not say to the girls, "You have a mission in the world, and first of all try to be healthy. Don't waste your money on corsets and high-heeled shoes. Learn to play ball, skate, run races, and play like the boys. You were made to play just as much as they. You are both children of nature; obey nature's laws and determine to grow up strong and healthy. Next determine to have some business by which to get a living. True, this may not be fashionable for women, but let the fashion go. Don't be a dead weight on your parents. Don't think you will catch a husband and make him support you. The field of art is large; learn to draw, learn to cook, learn to make clothes. I say to you, have a business by which you can earn your living—a good living, too."—*Exchange*.

---

### TEACH YOUR BOYS.

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Teach them that a true lady may be found in calico quite as frequently as in velvet.

Teach them that a common school education, with common sense, is better than a college education is without it.

Teach them that one good, honest trade is worth a dozen professions.

Teach them that "honesty is the best policy"—that it is better to be poor than rich on profits of crooked whisky.

Teach them to respect their elders and themselves.

Teach them, as they expect to be men some day, that they cannot too soon learn to protect the weak and helpless.

Teach them that to wear patched clothes is no disgrace, but to wear a black eye is.

## THE YOUNG FOLKS' READING CLUB.

The young ladies of Concord Female Academy, with the assistance of Miss Mollie Fetzer, organized recently a "Young Folks' Reading Club," the laudable object of which is "to improve the mind and cultivate a taste for standard works." This is a chapter, it might be called, in an association of reading clubs organized under the auspices of THE NORTH CAROLINA TEACHER. A course of reading is mapped out for all clubs, and the necessary books are furnished in a cheap and convenient form. The course of reading for the present year embraces the following interesting works: "Rasselas," by Dr. Johnson; "Sesame and Lilies," by John Ruskin; "Twice Told Tales," by Nathaniel Hawthorne, and "Lady of the Lake," by Sir Walter Scott.

The club meets twice a month at the house of some member. Following are officers and members as at present constituted:

### OFFICERS.

|                        |                 |
|------------------------|-----------------|
| JUANITA COLTRANE ..... | President.      |
| LAURA LESLIE .....     | Vice-President. |
| CHARLIE FETZER .....   | Secretary.      |
| CLAUDE FISHER .....    | Treasurer.      |

### MEMBERS.

|                  |                |                   |
|------------------|----------------|-------------------|
| Fannie Rogers,   | Carlie Fetzer, | Claude Fisher,    |
| Pauline Means,   | Mary Fetzer,   | Maggie Johnson,   |
| Laura Leslie,    | Lallie Hill,   | Juanita Coltrane, |
| Hattie Mehaffey, | Minnie Gillon, | Esther Ervin.     |
| Lizzie Bost,     | Mary Reed,     |                   |

These young ladies deserve credit for their interest thus in literature, and as everything that ladies undertake succeeds we may rest assured that this club will accomplish the purpose for which it was organized.—*Standard*.



TWO LITTLE GIRLS I KNOW.

---

I know a little girl  
    (You? Oh, no!)  
Who, when she's asked to go to bed,  
    Does just so—  
She brings a dozen wrinkles out,  
    And takes the dimples in:  
She puckers up her pretty lips,  
    And then she does begin—  
"Oh, dear me! I don't see why!  
    All the others sit up late,  
And why can't I?"

Another little girl I know,  
    With curly pate,  
Who says, "When I'm a great, big girl  
    I'll sit up late.  
But mamma says 'twill make me grow  
    To be an early bird."  
    So she and dolly trot away  
    Without another word.  
Oh, the sunny smile and the eyes so blue,  
    And—why, yes, now I think of it,  
    She *looks like you*.

---

THE NORTH STAR.

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The North star is approaching the pole. Mr. T. H. Safford has found that it will reach  $89^{\circ}$  about 1944 A. D., and will remain within a degree of the pole 300 years, making its nearest approach about 2102, when the declination will be  $89^{\circ} 32' 23''$ .

# EDITORIAL.

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## IT CANNOT BE DONE.

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It is impossible to successfully combine the college and the preparatory school, or the common school and the academy. The college must do the work which belongs to a college, the common school must thoroughly teach the common school course and confine its work to this, and the academy and high school must fully prepare for college or the University ; otherwise there is sure to be clashing of interests and failure in results. It is plain that the methods of instruction in these various systems of education are adapted to their peculiar work and no other. The plan of collegiate recitations cannot successfully be used in preparatory work, nor can the methods of graded or common schools accomplish successful academical or high school training. Each system has its field of operation, and when it sinks below or goes beyond the work which it is intended to do the result is always unsatisfactory. Years of observation have convinced the educational world of the truth of this, and further experiment along this line is simply time and opportunity wasted.

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WE HAVE received so many new subscriptions to THE TEACHER during the past thirty days that the large number of extra copies of the September issue which were printed have been entirely exhausted, and we shall be obliged to enter all subscriptions hereafter received to begin with the current number, instead of with the volume.

A LARGE NUMBER of new subscribers have been received during the past month specially on account of the European sketches which are to appear in THE TEACHER during the current volume.

WE ACKNOWLEDGE and appreciate the honor conferred upon us by the young gentlemen of Trinity College in electing us to honorary membership in the Hesperian Literary Society of the college.

WE HAVE received photographs of most of our European party for the group picture. We are very anxious to have every member represented in the picture, and we hope to receive the other photographs at an early day. The photographs will all be returned, if desired, after the group picture has been made.

IT IS GRATIFYING to see that the leading teachers are returning to the use of the spelling book in the school-room. The old "Blue Back" and other spellers have been most unmercifully abused by the education theorists, but it has been proven that we cannot get along successfully in teaching orthography without a text-book on spelling, and thus the speller is returning to its former position of honor and usefulness—and it has now come to stay.

WE SINCERELY thank our young friends of Concord for their cordial invitation to be present at the "Reception" given by the Young Folks' Reading Club of Miss Mollie Fetzer's school, at the residence of Mr. J. W. Cannon, October 11th, 1889. We are sure that the occasion was a most delightful one, and we regret that we could not attend. We hope, however, to have the pleasure of attending some other one of their receptions during the winter.

THE DAYS of "shoe-pegs, splints and peas" are numbered, and numbered briefly. The use of all such so-called aids in teaching is rapidly disappearing from the prominent and most successful public schools of the coun-



try, as it is the opinion of the greatest educators that such things retard the independent thought and action of a child's mind. It has always been the effort of primary teachers to prevent a child from "counting upon its fingers," and even that evil is far better than teaching the child to count by the use of the shoe-pegs and splints, as the sure result is that the child becomes *not* able to count without the pegs or some other objects which can be seen.

THERE IS GREAT need of a Southern Educational Association. The National Association is too large to be useful, and besides, it has some ways that do not at all accord with the condition of society in the South. We do not think the leading Southern teachers will attend another session of the National Association, for obvious reasons. Let us have a great gathering of teachers of the South at Morehead City, N. C., in July, 1890, and organize the "Southern Educational Association." What say you, teachers and brother editors?

THE ENTIRE first edition of Mrs. Spencer's "First Steps in North Carolina History" has been sold, and the publishers have the second revised edition now just from the bindery and ready for delivery. The orders for this admirable little book are increasing both in number and size. North Carolina is the first and only State in America to have a series of State histories for its schools, and the Spencer's "First Steps" and Moore's "School History of North Carolina" furnish a complete course in the history of North Carolina for the intermediate and academic departments of our schools.

OUR READERS will please accept the thanks of the editor for so many nice things they have said about THE TEACHER since it entered upon the seventh volume and in its pretty dress of new type. When a professor in one of our leading colleges writes: "I look foward with great pleasure to

the monthly visits of THE NORTH CAROLINA TEACHER, as it is by far the best and most enjoyable educational journal which comes to my desk—and I am subscriber to about a dozen journals of this kind. The Classical Department alone is worth many times the subscription price,” we must confess that we feel somewhat proud of THE TEACHER.

YOU NEEDN'T think that the teachers remained sea-sick throughout the ocean voyage to Europe just because our sketch of the first day at sea introduces the party to you “along the rail.” No doubt you will find quite a different scene in the next chapter of the story. We didn't intend to go to sea and be deprived of any enjoyment (?) or experiences of ocean life about which other people talk so much when they return from a trip to Europe. As a faithful historian we shall endeavor to tell our readers, so far as our memory serves us, about all the interesting things we saw or heard during the tour, and we will also try to give our impressions fairly and fully.

THE BOOK, “Our Teachers in Europe,” is going to be exceedingly popular. We expected this, but did not think the popularity would grow so suddenly that even the first announcement of its preparation would bring over two hundred advance orders for the book, as is the fact. We hope to complete the manuscript for the volume within two or three months at the farthest, although it is written amid the constant interruptions and pressure of active and extensive business engagements and a vast deal of other work besides. We have just received for the book a number of excellent illustrations from Glasgow and London, and some views are being made in Paris expressly for us.

THE EDITOR has received numbers of letters from prominent teachers of other States, both north and south of us, requesting him to arrange another trip to Europe for next summer, and make the number of the party three hundred



so as to include teachers from all the Southern States. One State has promised to furnish alone, if necessary, the whole party of three hundred teachers if another tour is planned under the auspices of the Secretary of the North Carolina Teachers' Assembly. The editor is indeed appreciative of the many kind things said in those letters about him and the success of our recent tour to Europe. We may sometime arrange a teachers' vacation jaunt in Southern Europe, to include Switzerland, Germany and Italy, with a week in Palestine; but before then we expect to plan a summer tour for our teachers to cross the American Continent, visiting California, the Yellowstone Park, Yosemite Valley, and the Pacific Coast, going *via* the Northern Pacific Railroad and returning *via* the picturesque Canadian Pacific route through Canada, by Niagara Falls and New York.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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Miss Josephine Forest is teaching at Mebane, Alamance county.

Miss Mary W. Milam is teaching music at Littleton, Halifax county.

Mr. Percy R. Boggs is principal of Windsor Academy, Bertie county.

Mr. E. W. Chadwick has a good school at Ward's Mill, Onslow county.

Mr. E. L. Hughes is superintendent of the Graded Schools of Reidsville.

Mr. Maxy L. John has accepted the principalship of Mocksville High School.

Miss Lou M. Smith has a fine school at Castle Hayne, New Hanover county.

Miss Hennie Patrick is teaching about ten miles from Kinston, Lenoir county.

Mr. W. A. Hobbs is principal of Ingold Preparatory School, Sampson county.

Miss Jessie O. Jones, of Northampton county, is teaching at Como, Hertford county.

Miss Carrie A. Powell has charge of Macon High School, with twenty-one pupils enrolled.



Mr. W. J. Helms (Trinity College) is principal of Ansonville High School, Anson county.

Miss Effie Taylor, of Wilson, has accepted a position as teacher in a school at Ellore, S. C.

Mr. J. E. Smith, of Raleigh (Nashville Normal College), is principal of Reidsville Graded School.

Mr. W. L. Brewer is teaching at Abshers, Wilkes county. He has a prosperous and progressive school.

Mr. F. B. Hendren, of High Point, has been elected to a position as teacher in the Winston Graded School.

Mr. W. O. Dunn has a growing school at Cedar Rock, Franklin county. A new school building has just been erected.

Mr. D. F. King, of Statesville, has been elected principal of the Cane River Parochial School and is doing excellent work.

Mr. J. W. Blair and wife, of High Point, have gone to Cherokee, Swain county, to teach in the Cherokee Indian training school.

Captain C. F. Siler has a fine school at Holly Springs, Wake county. He has two assistant teachers and 103 pupils are enrolled.

Miss Beatrice Holmes (St. Mary's School) one of our European party, has charge of a school at Hendersonville, Henderson county.

Miss Eliza A. Pool has been elected principal of the Murphy Graded School at Raleigh. We congratulate the school and Miss Pool.

Mr. J. D. Miller is principal of the Centennial Graded School at Raleigh. He is a fine teacher and will make a first-class principal.

Miss Jennie Kilpatrick is teaching music in Jones County Male and Female Academy at Pollocksville. Mr. S. C. Bragaw is principal.

Mr. S. W. Outerbridge has a good school at Robersonville, Martin county. The ninth session opens with an enrollment of forty-five.

Miss Janie McDougald, after an extended visit to Texas, has returned to North Carolina and has opened a school at Wade, Cumberland county.

Mr. W. S. Wilkinson is principal of the Male and Female Institute at Battleboro. Misses Bettie Whitehead and Mary Marriott are assistants.

Mr. St. Clair Hester, teacher in the Raleigh Graded School, has been elected assistant in English in the University of North Carolina, and Librarian.

Mr. John W. Fleetwood, County Superintendent of Northampton county, has charge of the Jackson Male Academy, and the fall term opens well.

Mr. Lee T. Blair is principal of Belle View Institute at Greensboro. Miss Mary Matthews and Mrs. T. C. Hodgin are assistants. Eighty-two pupils enrolled.

Mr. J. A. McArthur (Davidson College) is assistant principal in the Male and Female Academy at Kenansville, Duplin county. Mr. W. M. Shaw is principal.

Concord Male Academy, Mr. James P. Cook, Principal, has just opened the most prosperous session in its history. The school sent five students to college this fall.

Mr. W. S. Dunstan (University N. C.) is principal of the Academy at Cresswell, Washington county. Mrs. M. B. Webb (St. Mary's School) is assistant teacher.

Cedar Hill Academy, Anson county, is in charge of Miss Lillie Lea, of the Teachers' European party. She is assisted by Miss Nannie Burns and Mrs. Fannie Lentz.

Prof. J. L. Kelly, formerly of the Raleigh Graded School, has taken charge of the Male Academy at Wilson, as principal. He is one of the best teachers in North Carolina.

The Governor has appointed Mr. P. W. Capehart Executive Olerk. His friends call him "Blue," and he was very popular with all the teachers on the European tour this summer.

Mr. Hugh F. Murray, a prominent attorney at Wilson, has been elected County Superintendent for Wilson county, to fill the vacancy caused by the recent death of his father, Mr. James Murray.

Send to Van Antwerp, Bragg & Co., Cincinnati, O., for *Notes on Samoa*, with Map, the best description and the finest map yet published of that country. They will send it for the asking.

Hertford Academy, Perquimans county, opens with forty-six pupils. It is a school of high grade and is well patronized. Mr. J. H. P. Leigh is principal and Miss Bella Skinner is assistant teacher.

Oxford Female Seminary opens the fall term with most encouraging prospects and with a complete faculty of competent teachers. Mrs. S. D. Twitty, Lady Principal; Prof. F. P. Hobgood, Principal.

Mr. W. R. Gentry, of North Carolina, is principal of the Graded School at Old Town, Va. Miss Ruth Nuckalls is first assistant and music teacher. The school opened with eighty pupils enrolled.

Miss Leone Graves (Oxford Female Seminary) is assistant teacher in Selma Academy. Mr. H. A. Foushee is principal, and the enrollment is fifty-five, with good prospects for a most prosperous term.

Mr. C. G. Foust, a talented graduate of the University, has been elected superintendent and principal of the Graded School of Cisco, Texas. He was associate principal of the Greenville, N. C., Institute last year.

Captain Frank Cunningham, of Richmond, Va., the most fascinating and gifted singer in the Southern States, will spend a week at the Teachers' Assembly next June. A splendid treat is in store for the teachers.



Miss Alice Guess, of Cary, is teaching vocal and instrumental music in Virginia Dare Institute at Concord. Miss Anna Neal is principal and Miss Richmond is assistant. The entire faculty are members of the Teachers' Assembly.

Piedmont Seminary is rejoicing in an enrollment of seventy-five pupils for the fall term. Mr. D. Matt Thompson is principal, and his assistants are Mrs. Lizzie R. Thompson, Miss Mary Belle McKay; and Mr. G. P. Jones has charge of the Business Department.

Wakefield Academy, in Wake county, has opened with seventy-five students. Messrs. Stringfield and Ferrell are principals and they are assisted by Mrs. O. L. Stringfield and Misses Annie M. Shepherd and Irene V. Cartwright, and the school enjoys the highest confidence of patrons and pupils.

Miss Jennie Moore, of Shelbyville, Ky., is teaching music in the Seminary at Milton, Caswell county. Miss Annie Irvine assists in the Literary Department, and Mrs. W. H. Dodson is art teacher. Rev. T. U. Faucette and wife are principals. The attendance for fall term is excellent.

Hon. Kemp P. Battle, LL. D. President of our University, has placed the State under lasting obligations to him for his admirable and carefully prepared "History of the Supreme Court of North Carolina." The origin of the court is dated in 1663, about one hundred and fifty years before the Act of 1818, creating the basis of the present Supreme Court.

The teachers who attended the County Institute at Lincolnton last week organized a Teachers' Council. The following officers were elected: Rev. J. C. Leonard, President; C. F. Swicegood and C. A. Koonts, Vice-Presidents; Alfred Beck, Secretary; P. L. Ledford, Treasurer. A plan of organization was adopted and a programme was arranged for the next meeting, which will be held on Sunday, November 23d.

The North Carolina Agricultural and Mechanical College at Raleigh opened the first session on October 3d, with appropriate ceremonies. Addresses were made by President Holladay, Maj. R. Bingham, Prof. Geo. T. Winston, Hon. S. M. Finger, Rev. J. W. Crowell, Rev. J. M. Atkinson and Lieutenant-Governor Holt. The institution seems to have a bright outlook, and it certainly has the good-will and best wishes of the people of North Carolina.

Bingham School has opened strongly. Besides more than sixty pupils from all parts of North Carolina, there are more than one hundred from other States, the largest number in any Southern school from outside of the State of location. Twenty-seven came together in a through car from Texas. The new quarters made necessary by the increase are being built as rapidly as possible. Lieutenant J. B. Hughes, United States Army (son of Dr. J. B. Hughes, of New Bern, father and son both old Bingham boys), succeeds Capt. H. Wygant, United States Army, as Instructor in Tactics.

A spelling bee was held at the State Fair grounds Thursday, October 17th. There were contestants from the schools at Holly Springs, Morrisville and Cary. There were three prizes offered by Mr. J. W. Denmark, representing the publishing house of the J. B. Lippincott Co. The first prize, a handsome edition of Worcester's Unabridged Dictionary, was won by little Hattie Adams, of Mr. A. E. Boothe's school, Cary. The second prize, Worcester's dictionary, bound in leather, was won by Thos. Pugh, of Mr. H. M. Cate's school, at Morrisville. The third prize, a school dictionary, was won by Claud Council, of Capt. C. F. Siler's school, at Holly Springs.

### CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"  
That one and one are always two;  
But Cupid proves, with work so sly,  
Some wondrous things that figures do;  
And when he claims a teacher's hand  
All rules of figures then are done,  
Though two before the preacher stand  
This one and one are ALWAYS ONE!

On June 19th, in the Methodist Protestant church, Enfield, N. C., by Rev. Mr. Pate, of the S. C. Conference, MISS CLARA WHITAKER, daughter of the late M. T. Whitaker, Esq., was married to CAPT. G. G. LYNCH, of Florence, S. C.

On Wednesday, August 9th, MISS MAY RIGSBEE, of Durham, was married, by Rev. J. L. White, to MR. E. L. MIDDLETON, a teacher at Warsaw, Duplin county.

MR. GEORGE T. FARNELL, who has been teaching at Bayboro, on September 1st married MISS RENA HOOKER, in the Methodist church at Bayboro, Rev. R. O. Wyche officiating. They will in future reside in Greenville, Pitt county.

In Statesville, September 17th, Dr. M. W. HILL married MISS ISABELLA BOGER, a teacher at Mooresville, Rev. Dr. W. A. Wood officiating.

On Tuesday, October 1st, REV. NATHANIEL HARDING, County Superintendent for Beaufort county, married MRS. RENA HANDY, of Washington, Rev. Israel Harding officiating. The groom is Chaplain of the First Regiment North Carolina State Guard, and the Washington Light Infantry attended the ceremony in full-dress uniform. The editor of THE TEACHER, in behalf of the regiment, extends sincerest congratulations and best wishes to Chaplain Harding.

On October 15th, MR. J. A. ANTHONY, of Shelby, County Superintendent for Cleveland county, married MISS OLLIE GARDNER, Rev. T. H. Hudson officiating.

At Bond's Hill, October 16th, MR. N. J. ROUSE, of Kinston, married MISS MATTIE H. ROUNTREE, a teacher and a member of the Teachers' Assembly. Rev. J. J. Harper, of Smithfield, performed the ceremony.



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost, loved ones will be found again."

---

On September 24th, after a long illness, GEN. D. H. HILL died at Charlotte. He was a graduate of West Point, was in the Mexican war, where he was twice brevetted for gallantry. Before the war he was at different times professor at Washington College, Lexington, Va., and Davidson College, this State. He went into the Civil War, was Colonel of the First North Carolina Regiment, and rose to the rank of Lieutenant-General. After the war he for a while published *The Land We Love*, which ill health compelled him to abandon. In 1876 he was elected President of the University of Arkansas, which he resigned in 1885, and a year afterwards became President of the Mechanical and Agricultural College of Georgia. He was 68 years old last July.

MISS NONA MAY JONES, for some time a teacher at Thomasville, and a young lady most universally beloved in the community, died at her home in Thomasville on September 27th, 1889.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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TEACHER (in England)—“Correct. Now spell Chumley.” Pupil—“C-h-o-l-m-o-n-d-e, chum-l-y, lie—Chumley.” Teacher—“Excellent! I would give you ten credits to-day if you hadn’t flunked so badly on ‘Woffles.’ You left out sixteen letters of that name.”

TOMMIE—“Why are you so cross at me all the time?” Teacher—“Because you keep doing wrong and I want to make an impression on your mind.” Tommie—“I guess if you would be good-natured just once it would make a bigger impression.”

WHEN THE school-master whips one of the girls he hits a miss. When the girl dodges she misses a hit.

INDIGNANT PARENT—“You haven’t given my child any prize!” Teacher—“Alas! he was persistently lazy.” Indignant parent—“Well, then, why don’t you give him a medal for his persistency?”

VISITOR (at school)—“Children, your teacher has asked me to say a few words to you. How shall I begin?” Pupil (on the back seat)—“Just as they all do, ‘When I was a boy.’”

“AND WHAT do you do at school?” asked his uncle of Sammy. “Do you learn to read?” “No.” “To write?” “No.” “Well, what, then, do you do?” “I wait till it’s time to go home.”

IT WAS a Connecticut boy who surprised his teacher in reading, the other day, by his interpretation of the sentence. “There is a worm; do not tread on him.” He read, slowly and hesitatingly, “There is a warm doughnut; tread on him.”

TEACHER—“Tommy, do you think you can spell the word ‘certainly’?” Tommy—“Yes, sir.” Teacher—“Well, you may try.” Tommy (confidently)—“S-e-r-r-t-t-.” Teacher (interrupting)—“I’m afraid you can’t spell it, Tommy.” Tommy (indignantly)—“Well, can’t you give a fellow a chance? I’m not half through yet.”

TEACHER—“Howard, what does N. B. mean?” Howard (after a supreme effort)—“New Braskey.”

HENRY—“How do captains find the way across the ocean?” Teacher—“By the compass. The needle always points to the north.” Henry—“But suppose the captain wants to go south?”

TEACHER—“Now, if you stand facing the west, will the north be to your right or your left hand?” New scholar—“I’m sure I don’t know, ma’am. I’m a stranger in these parts.”



## "First Steps in North Carolina History."

The book was written for and dedicated to children, but it will richly repay perusal by adults. We commend "First Steps in North Carolina History" to our people, and ask for it a place in every North Carolina home.—*New Bern Journal*.

We are delighted that such a book has been made for beginners in history in our North Carolina schools. It is charmingly written. Mrs. Spencer's style is attractive always for whatever class of readers she may be writing. In this case her work could hardly have been better adapted than it is to its peculiar purpose. Then the little history is reliable as to the facts it states, faithful in its delineation of the character and spirit of our people, loyal to genuine North Carolina sentiment throughout.—*Raleigh News and Observer*.

I have examined it and am very much pleased with it.—*Superintendent P. P. Claxton, Asheville Public Schools*.

The book is capital! A decided hit! Mrs. Spencer and the publishers deserve the hearty thanks of all North Carolina.—*Prof. George T. Winston, University of North Carolina*.

Mrs. C. P. Spencer's "First Steps in North Carolina History" has been written "to interest and instruct the boys and girls of North Carolina," and it will be sure to do it. We wish that every child in the State could have a copy. The public thanks are due to the accomplished authoress and the enterprising publishers for this valuable book. No one in the State could have prepared such a history better than Mrs. Spencer, and the appearance of the book shows how admirably the publishers have done their part.—*Chatham Record*.

It is one of the most delightful books that I have ever read and it will be gladly received by North Carolina teachers. I shall put a large class of girls in it at once.—*Prof. Charles D. McIver, Peace Institute, Raleigh, N. C.*

"First Steps in North Carolina History" ought to be put into the public schools of the whole State this year. I am going to put it into the hands of a class of bright little boys—one of them a grandson of Governor Manly. The public school teachers will soon learn how to use it as a history and as a reading book also.—*F. S. Wilkinson, County Superintendent Edgecombe County*.

We are gratified to see this greatly needed work undertaken. \* \* \* \* The book should be read and studied by our people.—*Progressive Farmer*.

Mrs. Spencer is familiar with our history, is identified with it, is all North Carolina heart-wood, and is an accurate and clear writer, and we take pleasure in commending her little work to our schools and families. It should be a constant manual in every child's hand.—*Elizabeth City Economist*.

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# ALFRED WILLIAMS & CO.'S

# NORTH CAROLINA SPEAKER,

—COMPILED BY—

EUGENE G. HARRELL AND JOHN B. NEATHERY,

EDITORS OF THE NORTH CAROLINA TEACHER.

ADOPTED BY STATE BOARD OF EDUCATION TO BE USED IN THE PUBLIC  
SCHOOLS OF NORTH CAROLINA.

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Every piece is a gem by a North Carolinian or specially about the State, and it is the *first work of the kind* ever published in America.

It is just what our teachers and pupils want for commencements and school entertainments, as it furnishes *new, original, appropriate* and *patriotic declamations* for every grade of pupils and for all occasions.

It perpetuates the memory of the great men and women of North Carolina, and *fosters a spirit of State pride* in the minds of our children such as to make them *better and truer sons and daughters of North Carolina*.

The **SPEAKER** is the result of several years' work by the authors, liberally aided by the *leading teachers and public men* of the State, and the enthusiastic reception given to the book by all our people is the strongest evidence that it is "just the thing" long wanted in our school-room and public and private libraries.

The book contains over **200 pages**, is *beautifully printed* and is issued in two styles of binding: *Paper*, 40 cents; *Morocco Cloth*, 75 cents.

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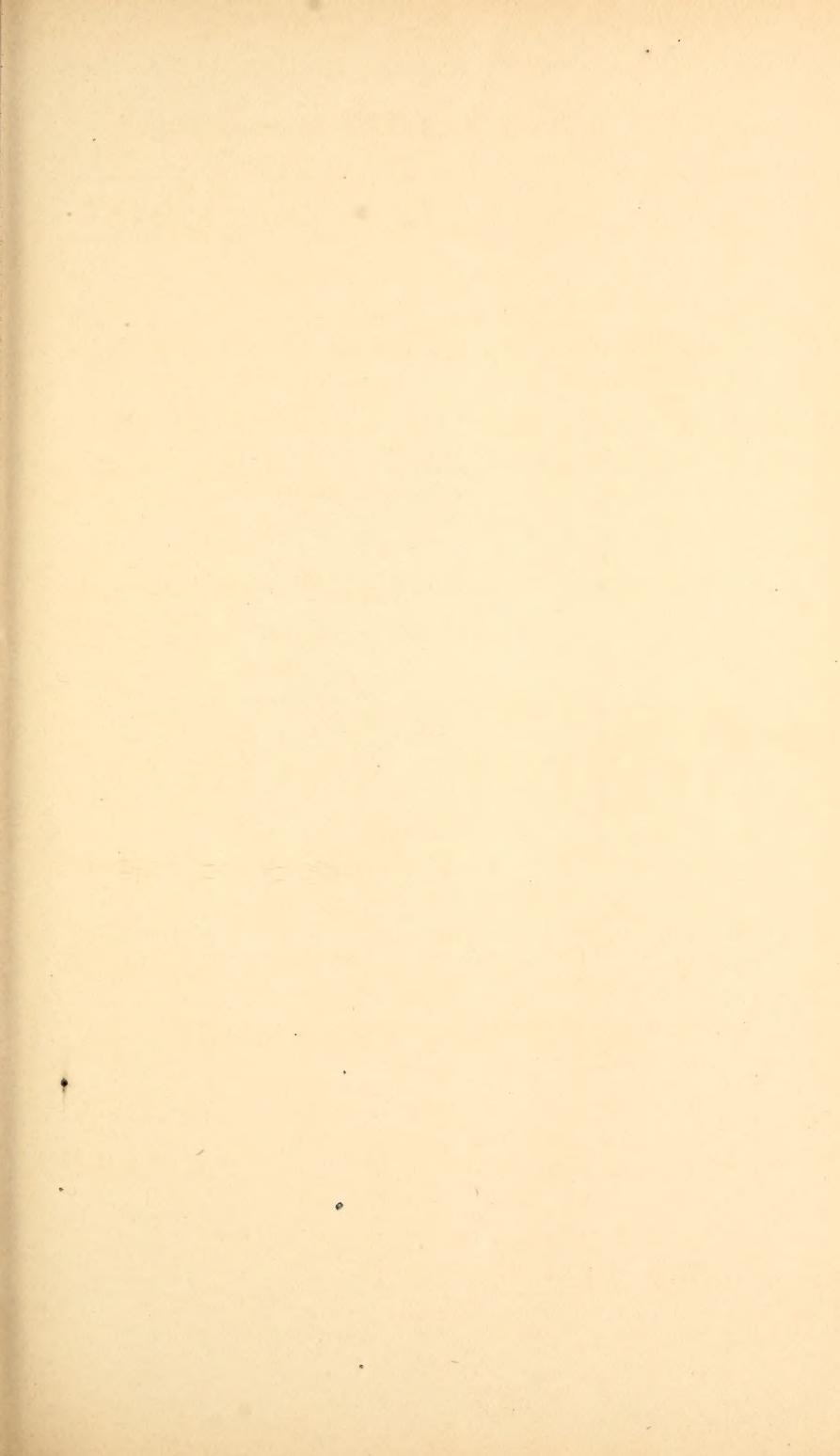
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AWARDED GOLD MEDAL FOR BEST REVIEW OF "RASSELAS" BY MEMBER OF  
NORTH CAROLINA YOUNG FOLKS' READING CLUB.



# THE NORTH CAROLINA TEACHER.

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VOL. VII.      RALEIGH, NOVEMBER, 1889.

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No. 3.

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EUGENE G. HARRELL,      =   =   =   =   =   Editor.

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## THE TEACHER'S WORK.

—  
BY THE EDITOR.  
—

Hark, the school-bells loud are ringing!  
Hear the happy children singing  
    Throughout the land.  
See them from their play returning  
To the pleasant halls of learning,  
Where Wisdom's fires again are burning—  
    A mighty band.

Summer days of rest are ending,  
Now to work their ways they're wending  
    O'er dale and hill.  
While the autumn winds are sighing,  
And the forest leaves are dying,  
Telling us how Time is flying—  
    Work with a will.

The seed each teacher now is sowing,  
For right or wrong will soon be growing,  
    In life's broad field.  
With love and truth all hearts inspiring,  
To reach the highest goal aspiring,  
We'll plant in hope, with faith inquiring  
    What shall it yield?

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER III.

“LIFE ON THE OCEAN WAVE.”

“SOME PEOPLE” AT SEA—PORRIDGE—“I SUPPOSE SO”—SEA STYLES—GETTING WELL—DIVERSIONS OF MID-OCEAN—A GORGEOUS SUNSET—ATTACHMENTS—MYSTERIES OF NAVIGATION.

The sea levels all distinctions. It shows up the true dispositions of people, and often very much to the surprise of themselves as well as their friends.

What a severe test human nature is put to by an ocean voyage! The sea will bring out the disagreeable traits in our characters in their most disagreeable light, and it is rare indeed that our good qualities are developed to an alarming degree of perfection. We often feel ashamed of ourselves when we get ashore after an ocean voyage, and think that we will act differently next time.

Sometimes persons who are so courteous and considerate among friends at home will show a decidedly selfish spirit on board a steamer in mid-ocean, and they will contend bravely for what they consider their rights in matters where they would take pleasure in yielding if they were at home.

On the ocean is the best place, and a sea voyage with a party is the best occasion, to practice self-denial and to subordinate what may be considered our inherent and legal rights to the nobler promptings of friendly duty. It is the best place to make life-long friends by a little thoughtful kindness at the right time; it is the best place to act the



"Golden Rule"; it is the best place to attain the highest honor in the esteem of our fellow-travelers or win their dislike. It is the best place to show how little we think of ourselves and how much of other people, and there are great numbers of persons who take advantage of all these opportunities to make people respect and love them more.

To be as good travelers as were the members of our party it is necessary to lay aside all conventional reserve and give yourselves up to the promptings of good humor, good nature, forbearance, consideration of the comforts of other people and a general determination and desire to be agreeable under any and all circumstances; otherwise it is impossible to enjoy a long trip.

All of these admirable traits of character were most happily blended in those who comprised our party, and therefore it was not long before we were satisfied with everything about us and delighted with one another.

Our first night at sea was a restful one, everybody sleeping well until we were awakened at 7 o'clock the following morning by that sound well known to every ocean traveler, "porridge," sung out up and down the corridors by the Stewards.

Porridge is a most refreshing dish of boiled oatmeal, served with milk and sugar, and it should be eaten by everybody while at sea. The only drawback to partaking of porridge regularly is the discomfort of rising so early in the morning to get it. The Secretary has always removed this difficulty by contracting with the Steward to serve porridge each morning to him in his state-room; of course the contract was sealed by a slight consideration in the nature of a "dollar of our daddies."

The Steward of the *Nevada*, into whose care the Secretary and his room-mate, Professor Winston, were so fortunate as to be placed, was a typically clever Scotchman named William Hamilton. We immediately added the prefix



"Sir" to his name, and we enjoyed many a hearty laugh with "Sir William Hamilton," as he made his official rounds up and down our corridor.

On the morning of the second day out, just before "porridge," we heard an animated discussion near our state-room door between the Stewardess and Sir William.

It seemed that the Stewardess, in her ignorance, had trespassed on some of his sacred rights and privileges and he was laboring to show her wherein she had offended. The Stewardess did not take very kindly the advice offered her, whereupon Sir William became indignant and said, "I'll have you to know that I have been on board ships a great deal longer than you have and I know more about them than you ever will!"

The only reply made by the little woman was very meekly saying, "I suppose so," which only added to the anger of Sir William. He didn't understand the expression, and he angrily inquired, "You suppose so! now, what do you mean by that?" At this moment a familiar sound, long drawn out, "O, Stew-ard-e-s-s!" came from an adjacent state-room, and the conversation was interrupted.

In a little while Sir William and the Stewardess came down the corridor, and as they passed our door we heard him say, contemptuously and demanding, "You suppose so, do you?" to which no reply was returned.

We turned over in the berth, took a short nap and awoke just in time to catch these words, "You suppose so! what does that mean?" as Sir William and the Stewardess passed along the corridor on their return trip.

For a long time Sir William escorted the Stewardess up and down the corridors in our end of the ship, and each time he hove in sight and hearing there came to us these same awful words, "You suppose so!" and when we last heard from the two irrepressibles late in the evening the great inquiry was still unanswered, whether from inability

or unwillingness on the part of the offending Stewardess we never could determine.

We think that Sir William has adopted as his motto the mystic words, "I suppose so," and they will perhaps be emblazoned upon a banner and nailed to the mast-head of an elegant ocean steamer which he may some day command when the teachers again decide to visit Europe; or, what is more probable, our steamer may be overhauled some stormy day in mid-ocean by a piratical craft, which, as she comes alongside, will run up to the mizzen peak the black flag of the brotherhood of freebooters, upon which, under the significant skull and crossbones, we shall read in letters of gold these awful words, "I SUPPOSE SO!"

As our travelers came on deck that first morning at sea quite a change was noticed in their appearance. The "Derby" and the "plug-hat" of yesterday had been displaced by the skull-cap—the white linen and standing collars had been retired by the flannel boating shirt and a sailor tie—the Prince Albert coat was exchanged for a short sack—the pretty and well-fitting dress and becoming hat or bonnet had given place to the loose, comfortable wrapper or blue yachting suit and a fifty-cent wool traveling hat. Heavy gloves, overcoats and rugs were made very comfortable by the strong, cool head-wind.

Most of the sick ones had recovered and for fear of a relapse they were not yet venturing on much diversion, but preferred to lie motionless in the steamer chairs wrapped from head to foot with only the eyes and tip of the nose visible through the folds of the rug. The scene suggested the pyramids of Egypt and the tombs of the mummies.

An ocean voyage, though somewhat monotonous, is not without its attractions to the thoughtful and observant traveler. 'Tis true there is but little except a vast expanse of restless water to be seen wherever we may turn our eyes, but even the solitude of the scene is interesting. In no



other place than in mid-ocean can we so fully realize the immensity of creation, the omnipotence of the Creator and the weakness of the creature.

Besides, there is much instruction to a teacher gained in noticing the changes in the color and temperature of the water as the ship passes into different latitudes and longitudes, watching for the Gulf Stream and studying its wonderful nature and characteristics, observing the sea gulls and "Mother Carey's chickens" which follow in the wake of the ship for hundreds of miles, and looking out for the porpoises which lazily dive around the ship seemingly seeking nothing and appearing perfectly satisfied in finding nothing.

And the gorgeous, golden, summer sunsets—how they thrill us with pleasure and wonder! The great, red, majestic sun seems to pause in his descent for a moment on the crest of a brilliant cloud near the water, from which his crimson rays adorn the sky in every direction as if he rode in an immense chariot of glittering gold and dazzling jewels; the restless billows along the horizon leap higher towards the King of Day, seeming impatient to clasp him in their merciless arms; upon the rifts of grayish clouds in the eastern sky the timid shadows of twilight are stealthily approaching; the evening star is flashing her soft yellow light along the heavens while the watery mirror beneath is catching just the faintest glimmer of her twinklings as she thus signifies her eagerness to proclaim herself the unrivaled queen of the twilight hour.

Then the sun, as if regretting his apparent delay in lighting another hemisphere, appears to suddenly leap from his resting place on the illuminated cloud-crest, and ere we can even note the time he is softly beaming upon us a glorious "good-night" from the heaving bosom of the Atlantic! Now the delighted waves catch the beautiful scintillations of his farewell, and their radiance vies with the blaz-



ing skies above them; and we involuntarily, with the rising of the ship on the swells, try to peep just beyond these mountains of water to steal one more farewell glimpse of the resplendent orb of day, but he is gone! And in the heavens, on the clouds, and over the waters there lingers a bright picture of such celestial splendor and exceeding loveliness as can be seen only at sea; as is far above the power of human description, yea, is even beyond the bounds of reproduction on canvas by the most skilful artistic inspiration ever known to the world.

It is also extremely interesting in traveling with a large and congenial party like ours to stroll about the deck and watch among the company the new formed acquaintances promptly grow into friendship, then easily become attachments which soon give place to an apparently absorbing affection; and the happy victims seem not to care even if the population of the whole world is at present confined to the limits of our ship—no, the world to them in fact consists of but two people and those two are utterly indifferent as to the distance from Sandy Hook or the bearings from Inistrahull Light! It is clear to all our party that there are several desperate cases of “growing friendship” on board.

Another matter of special interest to teachers on their first ocean voyage is an initiation into the mysteries of navigation which enables the mariner to guide a great steamer so safely for thousands of miles, and by chart and compass to reach exactly the point of land which is his destined port. Under the kind services of Captain Stewart and other officers of the *Nevada* our teachers were enabled to gain this information in the most pleasant and satisfactory manner.

The intricacies of the wheel-house and steam-steering apparatus, the compass, the barometer and chronometer, the log and the thermometer, the apparatus for deep sea soundings, the engines and propelling machinery, the fog

signals and the colored lights, the observations for latitude and longitude, the Gulf Stream and the currents, the winds and sails, the duty of the sailors and their average wages, the ship's bell and the variations in time as the steamer changes position, the distinctions of the starboard and port watches and the cause of the "dog watch" were all clearly and pleasantly explained to those who desired the information.

"Captain," asked a gentleman as the crew were taking the speed of the steamer by the log line, "how can you tell by that thing how fast we are sailing?"

"Just as easy as 'rolling off a log,'" answered the Captain with a smile which was wonderfully contagious among the group standing around him.

Each day at noon there is posted in the companionway—by the First Officer—the ship's log for the past twenty-four hours. This is for the information of passengers, and this daily log is eagerly looked for and copied in the note-books. At noon of our second day out the log showed that the ship was in Latitude  $40^{\circ} 46'$  North; Longitude  $67^{\circ} 40'$  West; course steered, North  $86\frac{1}{2}^{\circ}$  East; distance made, 286 miles; and that we were 335 miles from Sandy Hook.

At the close of each day the whole company assembled in the saloon to engage in evening prayers conducted by Dr. Marshall, our Chaplain. In the first of these enjoyable services a most thoughtful and appropriate talk was made to the party by the Chaplain, expressing our complete dependence upon the protection and watch care of the Creator of the seas, that "this good Captain and good ship" might safely carry us to our desired haven.



## CHAPTER IV.

## MID-OCEAN AMUSEMENTS.

ON THE BANKS OF NEW FOUNDLAND—DENSE FOGS—A LIVELY CROWD—THE GENERAL IS BEATEN—A LITERARY AND MUSICAL ENTERTAINMENT—THE “NEW FOUNDLAND CHAUTAUQUAN”—TAPPING THE ATLANTIC CABLE—STARTLING DISPATCHES—STUDYING ASTRONOMY.

Some time ago one of the fastest of the ocean “racers” was crossing the Grand Banks of New Foundland in a fog which was so heavy and dense that it was necessary to slow down the engines so that the dangers of collision with icebergs and other vessels might be lessened.

This of course put the Captain in bad humor, as it would lengthen his trip and might give some other steamer or line the advantage. While he was pacing the quarter-deck, thinking words which if uttered would no doubt have made the atmosphere blue for miles around, a female passenger stepped up to him seeking information and inquired:

“Captain, is there always a fog on the Banks of New Foundland?”

“How in thunder do I know, madam?” replied his royal highness the Captain, “I don’t live on these (blankity, blank) Banks.”

It is not stated what record the astonished lady made in her diary concerning the information she had just received.

The Captain, however, might have truly answered simply “yes”; or perhaps the motto of “Sir William Hamilton,” “I suppose so,” would have been nearer the exact truth, because there are always ships on the Banks, and so is the fog—at least we found it here on July 9th, when the *Nevada* sailed on the Banks, and although we were making about two hundred and fifty miles each twenty-four hours we did not sail out of the fog until July 15th, nearly six days after we entered it! We believe the fog is always on the Banks.



The fog on the Banks of New Foundland is the greatest danger of an ocean voyage, because when a vessel is enveloped in this impenetrable mist the danger of collisions is increased a hundredfold. The ship is in the track of other steamers and on the fishing grounds of innumerable smacks which are lying at anchor; and it is also in the vicinity of floating icebergs which give no signal of their nearness, display no light of warning, are almost invisible during the day and are entirely so at night; the ship knows nothing of their presence until a terrible crash and a wreck announce the probable loss of another vessel and many lives on the ocean. Captain Stewart proved his faithfulness and watchfulness in the interest of his ship and the hundreds of lives in his care by remaining constantly on the bridge during the thickest of the fog, and his chair at the table in the saloon was vacant for nearly four entire days. What a feeling of comparative safety pervades the deck and saloon of a great ocean steamer when the passengers know that "the Captain is walking the bridge"!

Our party has long since recovered from the slight attacks of sea-sickness, and no one now seems to care for the fog, the swells, the rolling and pitching of the ship or "any other creature." We are greatly enjoying the ocean, the ship, the meals, the games, the splendid society of our party and every surrounding and event of the voyage.

The time is spent in "writing up the diaries," romping, racing and jumping on the deck, going through the steerage and the engine-rooms, while sleeping and eating are by all odds the favorite amusements. Everybody is well and in the best of spirits, many are gaining in flesh each day, the girls are getting rosy and sunburned and are even improved thereby.

"General! come let us have a game of shovel-board," said one of our brightest and prettiest girls one morning to the favorite old bachelor of the party. "I believe I can beat you."

The "General" blushed mightily, but mustered bravery enough to reply with profound military dignity, "I'll bet you a kiss you can't."

It was then too late for the girl to back out and the game proceeded.

Of course a contest upon which such reckless wagers had been made soon drew a large number of excited spectators to witness the game.

Shovel-board is one of the best of deck games. It is played upon a chalked diagram of numbers on the deck, from which the players stand some twenty feet away and shove little round blocks of wood into the diagram by a long-handled stick formed at the end somewhat like a small shovel—hence the name.

The "General" and the young lady played with unusual skill and the game seemed to turn alternately in favor of each player. Finally by a lucky shove aided by a fortunate roll of the steamer the lady won the game amid much cheering from the bystanders, while the poor "General" fell back abashed and defeated. If he was ever blessed with permission to pay the wager he had so gallantly lost it was never told to us, and we think the kiss is yet due.

After we had been enjoying ocean life for about a week it was decided to have a literary and musical entertainment in the saloon. We had a good supply of musical and literary talent among the party, so it required only about half an hour to work up a full programme.

Due announcement was posted by the Secretary in the companionway, as follows:

*First-class Literary and Musical Entertainment in the Saloon*

*This evening, July 13, 1889,*

*In Aid of the Widows and Orphans of Seamen!*



---

*Conducted Personally by One Hundred Educational Tramps Abroad.*



*The Latest News from America*  
*in the*  
*New Foundland Daily Chautauquan, via the Great Atlantic Cable-Tow!*

---

 *No Postponement on Account of the Fog.* 

---

*Positively the Last Appearance*  
*of*  
*The well-known General De Bility in his thrilling Solo,*  
*"The Larboard Watch Over the Rail," with Fog-horn Accompaniment!*

---

*Full Chorus by "The Children."*

---

*Curtain rises at 8 o'clock!*      *Admission Free!*

---

*No Extra Charge for Reserved Seats.*

*Carriages may be Ordered at Porridge Time.*

Of course such an attractive bill drew a full house.

At the appointed hour the saloon was crowded with as cultured and appreciative an audience as it is possible to assemble anywhere. The whole party was present, including the two or three persons who had set out with the intention and determination of being sea-sick through the entire trip. The girls had exchanged some of the apparel of the sea for their "store clothes," and even the fascinating "bangs" were again present in all their former glory and witchery, while the men had returned to the comforts of civilization as found in linen collars and cuffs. In looking over the handsome and merry company it was hard to realize that it was a mid-ocean audience.

The entertainment was conducted by the Secretary of the Assembly, and the programme was announced as follows:



1. *Song*—"The Old North State." Full Chorus.
2. *Recitation*—"Something Great." Miss Adelia Taylor, Claesville, Virginia.
3. *Song*—"Maid of the Mill." Miss Annie Hickey, Danville, Va.
4. *Recitation*—"Well of St. Keyne." Miss Emma Chadbourn, Wilmington, N. C.

## INTERMISSION, TWENTY MINUTES.

1. *Solo*—"La Paloma." Miss Mabel Upchurch, Raleigh, N. C.
2. *Recitation*—"Lasca." Miss V. L. Wilson, Clarksburg, W. Va.
3. *Solo*—"Forever and Forever." Miss Jessie Kenan, Wilmington, N. C.
4. "The New Foundland Chautauquan." H. L. Smith, Davidson College, N. C. ; E. G. Harrell, Raleigh, N. C.
5. *Hymn*—"America." Full Chorus.

During the "Intermission" Chief Steward Armstrong and his assistants very pleasantly surprised the "troupe" and the audience by serving with lavish hands ice-cream, taffy and various kinds of fruits. At the conclusion of the entertainment two young ladies of the party, Miss Kate Fuller and Miss Emma Chadbourn, waited upon the company and received contributions to the amount of \$29 for the widows and orphan children of seamen.

It had been expected that Professor Geo. T. Winston would add to the evening's entertainment an enjoyable little talk about "Europe—what to see and how to see it," but a message was received from his state-room regretting his inability to "turn out" according to appointment. He had been lying in his berth struggling with the agonies of seasickness ever since the steamer left New York, and as another week or so was a small matter of time he had concluded to continue retired until land was sighted.

The "New Foundland Chautauquan" being something new in the way of journalism we reproduce some portions of it here for the benefit of any person who may in the future aspire to the editorship of a newspaper in mid-ocean far removed from all sources of news except what can be borrowed or stolen from the sea.

The "Editorial" was written and read by Professor Henry Louis Smith, of Davidson College, President of the Teachers' Assembly, as follows:

SALUTATORY.

No magazine has a rightful place among the powers that mold our growing civilization unless it can change in some degree the relative amounts of truth and error in the world. Its claim to existence depends on its ability to increase the one and subtract from the latter. The editors and contributors of the "*New Foundland Chautauquan*" sailed from New York on the morning of July 7th. Since then they have traveled 1,200 miles horizontally and something like 8,790 in an up and down direction. They have yielded up much of their substance to the all-devouring waves, but have received in return a large share of well-earned experience. Their social and scientific observations have enlarged the domain of human knowledge and exploded several prevalent errors hitherto considered as firmly established truths. To note a few of these is the purpose of the present article.

Nine-tenths of the human race, including all the proprietors of sea-side summer resorts, believe and unhesitatingly assert that sea-breezes produce a ruddy complexion and a good appetite. Careful observations, continued for a period of seven days on board the steamer *State of Nevada*, completely disprove this wide-spread theory. A noticeable pallor, observed and commented upon by many untrained investigators, overspread the unusually ruddy countenances of nearly all the passengers, and by the close of the second day's voyage the appetite of the party, as registered by the gastrometric tables of the State Line, had fallen  $13^{\circ}$  below zero. Yet during the continuance of this remarkable phenomenon the sea-breeze was blowing eighteen to twenty miles an hour across the deck.

It is commonly stated in works on Physical Geography that the ocean swarms with animal life, and that in the neighborhood of the Banks of New Foundland are to be found in great abundance whales and icebergs. The corps of scientific investigators attached to the staff of the *New Foundland Chautauquan* has overthrown these statements by establishing the following theorems:

1st. There are no whales or icebergs near the New Foundland coast.

2d. The animal life consists of one porpoise in every four hundred square miles of ocean, one sea gull in seven hundred and fifty square miles, one Mother Carey's chicken in ninety-four miles and one Portuguese man-of-war in every two thousand four hundred and thirty miles.

3d. Outside of the above-mentioned living things the sea is an utterly lifeless waste with no animal or vegetable organisms whatever.

The common estimate of the length of a solar day is evidently in need of revision. Many competent and reliable investigators who have con-



centrated their attention on this problem, lying in reclining chairs for days, with closed eyes that nothing might distract their thoughts, have declared that the interval between sunrise and sunset is between thirty-six and thirty-seven hours.

There are various questions which have long agitated the scientific world, upon which the staff of the *Chautauquan* are concentrating that diligence of research and marvelous power of observation and induction which have rendered them illustrious in the world of thought. It is hoped that the next few days may bring a solution of the following :

Can one rug, sheltering the occupants of two closely-approximating steamer chairs, keep them warmer than two separate wraps? That such should be the case seems contradicted by the well-known laws of heat, but the phenomena fall partly within the domain of psychology, and further experiment is needed to furnish a satisfactory solution.

Another problem of equal importance has yet to find its Newton: Is sea-sickness an incurable disease when the unfortunate victim is tenderly cared for and his fevered brow manipulated by a half-dozen sympathetic and beautiful Sisters of Mercy?

It is hoped that these questions will find speedy answer, and that the experiments that are nightly conducted for the purpose of ascertaining the number of cubic inches of space which will furnish ample sleeping room for an unambitious traveler may soon be completed and given to the public.

The "Local Department" was in charge of the Secretary, and he gave a full report of a wonderful incident which occurred on board early that morning. The truth of the affair was duly corroborated by one Norwegian sailor, the cook, and the boss stoker:

This morning just before daylight the Purser, a very modest and truthful gentleman, with but one vice—an excessive fondness for codfish and a partiality for long trolling-lines—came upon deck to indulge in his favorite pastime. He payed out his line until it reached some eighteen hundred feet, then made it fast to the iron rudder-post and waited patiently for a bite, while he meditated upon the girl he had left behind him.

Soon a sudden and enormous pull was given to the line, which aroused the Purser from his pleasant reverie, and in his starting his foot by accident touched the trolling-line, when, oh, horror! such an electric shock as he received! The line being made of light, flexible platinum wire the Purser feared that he had hooked an enormous electric eel with which these waters abound. The shock to the steamer was so severe that the propeller slowed up and the vessel came almost to a stand-still. The line, instead of standing out at full length, hung almost perpendicular to the

ship where there was a very sensible flashing of small sparks of light from the iron rudder-post to which the line was fastened.

So soon as the Purser recovered from the shock and surprise, with his keen perception he reasoned out the remarkable phenomenon. It is well known to teachers that along this portion of the Grand Banks of New Foundland the Atlantic Cable lies only a few hundred feet below the surface of the water, and the Purser's hook had by accident caught the cable and was slipping along the cable as the ship sped on her way. The trolling-line being partly of wire and tied to an iron post on the ship had formed a perfect electric current and was receiving all dispatches which were passing over the Atlantic Cable!

The Purser, having studied telegraphy in his younger days, at once took in the situation, and he attached to his trolling-line a small pocket telegraph "sounder" which he generally carried in his pocket for amusement. To his utter amazement the little instrument at once caught the current, and from its magical tickings the Purser translated the following telegram, which had been evidently hunting for our steamer for several hours :

CHAPEL HILL, N. C., July 13, 1889.

(*Confidential.*)

*To the Captain of the Nevada :*

Keep an eye on Professor W. during the voyage. He has a mania for pretty girls and sea-sickness. Suffers, however, from one at a time. As a special favor to absent wife please steer your boat in the wallows.

WIFE.

To relieve the absent wife's anxieties the Purser immediately replied by the cable:

ON GRAND BANKS, July 13, 1889.

*Absent Wife, Chapel Hill, N. C. :*

Ship is now in wallows. Professor W. is below in a comatose condition ; pretty girls on deck. Land instructions wire to Glasgow.

PURSER OF NEVADA.

The following dispatch was received, but the Purser and the Secretary have not yet been able to determine whether or not it is intended for any of our party, it being without home address and the signature not being very legible:

*Dear Colonel :*

Be brave ; bridal couples never get sea-sick ; congratulations in advance.

F. D. G.



(Our bridal friends promptly rejected the suggestion that they were the persons referred to in the message, as it was well known that they had, so far, stood by the "rail" faithfully during the whole trip).

Suddenly a very brief and emphatic little message flashed over the line with such an unusual amount of lightning in it that the Purser was fairly lifted from his feet. This was evidently a very urgent message and meant business, and seemed in a hurry to find somebody, but our telegraph operator was quick enough to catch it before it could flash into Glasgow :

RALEIGH, N. C., 3:17 A. M., July 13, 1889.

*Charles Root, Esq.,*

Somewhere on the Atlantic Ocean or in Paris :

Where did you put the Soothing Syrup?

WIFE.

A number of other messages were received for members of the party, but as they were of a personal nature they have been delivered direct. The Purser's line is still fastened to the Atlantic Cable and it is intended, if possible, to keep the connection during the remainder of the voyage so that the party may be informed from time to time in all matters of news which interest our country. Business messages will also be promptly sent to the United States for any member of our party. Sweethearts must wait for letters by mail.

The "Local Department" of the *Chautauquan* contained a number of contributed items which were so strictly local that they are withheld from the general reader for the present.

As our party was traveling somewhat on an educational reputation it was proper that some little time should be given to acquiring information which would be useful, therefore several hours in the evening were spent in adding to our store of knowledge in astronomy and special geography of the sea. Interesting couples and groups of persons could be seen dimly in the darkness watching from the deck of the ship the bright river of phosphorescent light in the wake of the steamer, which was peculiarly brilliant as we entered the higher latitudes. Around the propeller there seemed to be a sea of bright glory sparkling and glittering under the gentle starlight. In

a short time we gained so much information of the ocean and its inhabitants that some of our girls could almost distinguish a nautilus from a floating "hard tack" or a potato jacket while it was passing the ship.

The astronomical researches were also interesting. These observations were made mainly by special couples on evening promenades. These studies afforded excellent opportunity for the boys to vow their fidelity and changeless affection for the sweet companions of the promenade. They could pledge their eternal love on the fixity of the north star, and of the steamer which also seemed to be fixed and in the same locality each day—yea, he could even now swear it by the so-called "inconstant moon," for that luminary had broken its record, and like everything else about us, in the heavens or on the sea, appeared at a stand-still. This singular conduct on the part of the moon was due to the fact that we were traveling eastward about as fast as the moon was, gaining nearly an hour in each twenty-four, and this kept the moon looking at us from the same position in the sky during our entire voyage of eleven days across the ocean!

The young people have unanimously voted that "*our* chaperons are the best and sweetest that ever went with a party."

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[For The North Carolina Teacher.]

## HUMBUGGERY IN TEACHING.

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BY A PUBLIC SCHOOL TEACHER.

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Thousands of teachers in North Carolina are thanking THE NORTH CAROLINA TEACHER for its good work in ridding our State of so much of the imported humbuggery which has been introduced into our public school system, such as is often seen specially in the primary work of the graded schools.



I visited a public school in a neighboring city some time ago to get some useful points about teaching, and in the primary, or first grade, I saw about fifty as bright and intelligent little people as could be found anywhere. Their "lesson" of the morning was as follows:

Teacher (writing on blackboard): A man can run. "Now, children, did you ever see a man?" "Yes, ma'am." "What kind of a thing is a man? Who can tell me?" Several hands are raised. "Well, Mary Jones, you may tell us what is a man." Mary describes her father or brother as best she can.

The teacher continues: "Did you ever see a man run?" Every hand goes up. "How did he run? Tommy Smith, come here and show us how a man runs." Tommy trots around the platform like an idiot. "That's right," said the teacher; "now we have learned what I have written on the board."

I was ashamed of my profession because I felt satisfied that every little child in that room had more common sense than the so-called teacher who stood before them. It is not strange that some people are opposed to public schools while they are compelled to pay for such "tom-foolery" as this.

My disgust made me so reckless that I asked the teacher, whom I have just mentioned, where she had learned such a "method" of teaching, and she gave the name of a certain Normal College in the South which she had attended for two or three years.

It will take our "North Carolina Normal College" (when we get one) ten years to untrain some of our public school teachers so that they will know how to teach.

It would take a girl fully a century under such methods of teaching as I have described to become prepared to enter a seminary, and if a boy remained under such teaching throughout eternity he would never have sense enough to

earn an honest living, unless the sense should come to him outside of school hours!

A good woman is the best teacher on earth for little children. The Lord made her for this special purpose, and He never makes a mistake. She will do the work perfectly, just as it was intended that she should, if she is only let alone and is permitted to teach naturally as her own good common sense dictates, and not as some "know-it-all" principal, superintendent or school committee directs.

THE NORTH CAROLINA TEACHER is doing the State a vast service in its demand for better teaching in laying the foundation of the education of our boys and girls, and the annual address of the President, Professor George T. Winston, delivered at the late session of the Teachers' Assembly, struck the key-note in this matter. That splendid address ought to be read and re-read at every teachers' meeting in this State for the next ten years, and it ought to be printed in large type, framed and hung on the wall of every school-room in North Carolina until our six or eight thousand teachers are as familiar with the grand sentiments therein contained and humorously expressed as they are with the daily programmes of their schools.

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## TEACHING SPELLING.

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The secret of teaching children to spell is to lead them to construct correct *images* of words in the imagination.

The first plan of study pursued should be one that makes great demands upon the sense of sight. Words must be viewed carefully and repeatedly, so that a correct image of them will be formed.

1. One excellent way of fixing the form in the memory is to copy the words from the book or blackboard.



Make the child interested in copying them correctly. To make a wrong form of the word tends to fix that image in the mind. Make the child think that it is very important that it copy the words just as they are. This close attention to the form of the word required in carefully copying it tends to fix the right form in the imagination. Careful readers who read much are generally good spellers. In studying the spelling lessons have the children depend upon the eye, more than the ear. Especially have them make the words by printing them, or writing them, or building them with letter-cards. This is the way in which the correct spelling of a word should be learned.

2. *What is the purpose of the recitation in spelling?* This is chiefly to test the pupil's knowledge of the word. This test may be made by spelling the words orally or by writing them. In writing, all the pupils are tested on the same words, but only a few words can be given. In oral spelling more words can be given, but there is no certainty that every pupil spells them correctly.

The old method of arranging the pupils in a class and giving no sign when a word is missed, but leaving it to other members of the class to correct it when it becomes their turn to spell, is an excellent device for making every pupil spell every word as it is pronounced. We believe, too, that it is a good plan to let the pupil who spells a missed word take the place in the class of the one who missed it.

Oral spelling should not go out of use in our schools. The objection that pupils are not called upon to spell orally in their business life is not valid. It is merely a device for testing the pupil's knowledge of words.—*The Public School Journal*.

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THE "North Carolina Practical Spelling-Book" is in preparation.

THE ART OF LEAVING.

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When Madame de Stael visited Weimar with the avowed intention of intellectually capturing the literary lions of the day—Goethe and Schiller—she made one fatal mistake; she stayed too long. Goethe wrote to Schiller: “Madame de Stael is a bright, entertaining person, but she ought to know when it is time to go.”

The art of leaving is less understood by women than by men. The habits of business, the recognized fact that to a business man time is money, the throng and press and exactingness of business life, all tend to make men who live in cities the best possible exemplars of the fine art of leaving quickly and neatly, says the *Philadelphia Record*. A business man's social call is usually a model of good manners in this respect. When he has said what he has to say and listened to what there is to hear he takes his hat, says “good evening,” and is out of your presence without giving any time or chance for the too often tedious and embarrassing commonplaces of mutual invitations and promises to call again, which seem to be a kind of social formula with women.

In striking contrast with this neat and skillful method of cutting short the parting words of an interview or call is the too common social practice of visitors who, commencing to leave, seem temporarily to abandon their purposes and then linger as though it were a kind of compliment to the visiting party to appear loth to part company.

Who does not dread the visitor who starts, then thinks of something else to say; rises, and then thinks of another subject of conversation; nearly reaches the door, and, most probably holding it open, is aroused to a degree of mental brilliancy that threatens his health and that of his host or hostess by long detention of both in a cold draught while



he discourses? What a tax on the patience and politeness of the listener, who vainly strives by assenting instantly to every proposition to end the interview and break the restraining bond of polite attention!

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[For The North Carolina Teacher.]

## WHICH SPELLING-BOOK?

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BY HON. S. M. FINGER, STATE SUPT. PUBLIC INSTRUCTION.

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In this age of progress very great improvement has been made in text-books. Perhaps it may be truthfully said that improvement in this respect has kept pace with that in any other direction.

It would be strange indeed if the experience of eminent scholars and teachers had not produced a spelling-book better arranged than Webster's and better adapted to interest children and promote their progress.

A few thoughts as to the natural way to proceed with children when they first take a book, and as to how primary books should be arranged, and what a spelling-book should contain, may not be uninteresting or unprofitable.

1. Children at home are hard students in the *meaning* of words. They get the meaning of *dog, cat, chair, knife, hat*, etc., by having these objects pointed out to them and by hearing the words spoken; so, too, they get the meaning of *my, thy, has, been*, etc., by hearing them used in sentences. It is by hearing the use of words that children learn their meaning before they use a book at home or at school. They will get the meaning of words somehow and they will learn to use them and by them express their thoughts. Before they use books at all they acquire the

use of hundreds of words, perhaps more than will be found in any first reader. In large part these words are the same that are used in the modern primers, first readers and properly arranged spelling-books.

2. Having by hearing learned the meaning of a large number of words, the natural thing to do when children take books is to introduce them to these same words by *sight*. They will at once take an interest in these words because they are already known by hearing and use. These are the very best words with which the children can be taught to read. These words are old friends, and if children can get the use of slate and pencil they will take great delight in trying to write them.

Before they learn fifty of these old friends by sight they will, somehow incidentally and without task or unnatural effort, learn the *names* as well as the *use* of the *letters* and at the same time learn to *write* them.

In this way children go on in a properly arranged book in the same natural way that they learned without the book and with perhaps as much interest. They are all the time being introduced by sight to words that they already know, or to new ones that they have as yet not seen.

3. If Webster's Spelling-book is used the first thing that is expected to be done is to teach the children the *names* of the letters. To these *names* they strive to attach a meaning, for that is their habit. They want a meaning to every word they hear; but these names of letters have no meaning for them. So the first process is utterly without interest and to most children a positive task, and the tendency is to create a distaste for books.

4. When the children have learned the names of the letters the next thing is to teach them to spell words, *so-called*, that have no meaning. Out of the first three hundred and seventy-five words in Webster's book only thirty-five can be found to which the children can



attach any meaning. They begin with *ba, be, bi, bo, bu, by*, and end with such as *scra, scre, scri, scro, scru, scry*. In the same time it takes to learn these words that have no meaning, by a process that is all the time dwarfing the intellect and creating a distaste for books, the children could learn to read through McGuffey's Primer or Holmes' First Reader, and at the same time learn to write and spell every word in it. The number of different words in the Primer is three hundred and twenty; the number in the First Reader not more than four hundred and fifty.

5. In the use of Webster's Speller the children are not only put through this unnatural experience in the *beginning* of the course, but as they proceed through the book they are not expected to learn the meaning of words at the same time they are learning to spell them and write them. Consequently, when they have learned to spell all the words in the book they know the meaning of but few except such as they have learned otherwise than from the book. They have learned to spell very many words which in all probability they will never be able to use. Here is a positive waste of time.

6. Harrington's Speller, which is recommended by the State Board of Education, not only contemplates beginning in the same natural way as is contemplated in the use of McGuffey's Primer or Holmes' First Reader, but the words are selected in such way as to give the children a large vocabulary of words which they will be most likely to need in speaking, writing, and reading. At the same time the exercises are so arranged that they *must* learn the meaning of the words by *actual use in sentences*. At the proper time the meaning and use of words may be learned by *definitions*, but children, until they have very considerable advancement, get nothing from definitions, but they rely almost solely upon actual use of words in sentences to get such command of them as to use them to express their thoughts.

7. The State Board of Education has selected Harrington's Speller, therefore, for two reasons, (1) because it proceeds in the natural way to interest children from the beginning of their experience with books and enable them to get at the *meaning* of words at the same time that they *spell* and *write* them; and (2) because in it is found a very large selection of such words as will most probably be needed in the every-day life of the citizen, and these words are so introduced in spelling, reading, and writing exercises that children will almost necessarily learn their meaning and learn to use them.

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### NEVER BREAK A PROMISE.

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If you wish to be respected  
And to gather many a friend,  
There's a simple rule to follow  
That will bring the wished-for end.  
It is this: Be very careful  
How your promises you make,  
And a promise, once 'tis given,  
Never, never, never break.

Keep engagements to the letter;  
Let this praise to you belong:  
"Oh, his word is just as binding  
As would be his legal bond."  
Thus your name will e'er be honored,  
If you'll always keep your word.

—Selected.



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., } EDITORS, CHAPEL HILL, N. C.  
E. ALEXANDER, PH. D., }

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## READING LATIN AT SIGHT.

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Very few pupils, or indeed teachers, have such a confident familiarity with the Latin language as to be able to read at sight passages of ordinary difficulty. One or two years' study of French or German will enable a student of fair ability to translate at sight with some fluency the average French or German author.

Why is it then that five or six years of diligent study do not accomplish the same results for a student of the ancient languages? Granting the difficulty to be greater in the latter case than in the former, we do not grant that the difference in difficulty is as great as the difference in labor spent and results achieved. Is not the true reason to be found in the different methods of instruction employed? A teacher of the modern languages aims especially to secure ease, fluency and readiness of translation, so that ultimately his pupil may read the foreign language almost as rapidly and easily as he reads English. This result is not aimed at usually by teachers of Latin or Greek; but why should it not be? Certainly it is within the reach of a bright mind to attain the power to translate the writings of Cicero, Cæsar, Ovid or Sallust as fluently and easily as those of Goethe, Moliere or Schiller. The trouble is twofold with our classical methods: First, we dwell too much upon details of form and construction; secondly, we do not try to take in the ideas of the Latin writer in the order in which he uttered them.

As to the details of form and construction it is, of course, necessary to be thoroughly familiar with these in order properly to translate the author; but it follows that the proper translation of the author includes a knowledge of these details. Time spent in developing a knowledge of details which has already been exhibited by a proper translation is not only wasted, but also serves to "dull the edge of entertainment."

This trouble, however, is not so common nor so serious as the other. We often find pupils who can translate Latin correctly, and who can read large amounts of Latin; but they require much time therefor, and usually they require the help of grammar, dictionary and notes. How rare it is to find a pupil who will begin to read a Latin sentence the moment his eye falls upon it, and who receives its ideas in the order of the words! He must needs stop to find the subject and the predicate and to arrange in his mind the various modifying words, phrases and clauses. But no English scholar does this in French or in German; nor would he move forward an inch if he stopped to do it in his own language, and yet his own language is as complicated and involved at times as the Latin.

What would we think of a teacher who taught his pupil to read the following sentence, only after looking out the subject of the principal sentence and the predicate of the principal sentence and the several modifiers of each? "When I see kings lying by those who deposed them, when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow and astonishment on the little competitions, factions and debates of mankind." And yet if this sentence were expressed in Latin in the order given above, we would at once surrender our mental habit of taking in, *as we go*, ideas dependent upon other ideas and requiring even to be fixed or differentiated by something yet to be read.



In reading English we take in ideas *as we go*, often keeping an idea in suspense, when it admits of several interpretations, until we have read on far enough to determine precisely the idea of every word passed by. Why should we not do that in Latin? The task is more difficult, to be sure. But that is what the Romans did; and of course its achievement cannot be beyond the reach of our intellectual faculties. It is largely a matter of habit and practice. We should accustom our pupils as soon as possible to gather the meaning of the Latin words *in the order presented*, without stopping to look for the subject and the predicate. The habit grows with practice.

Teachers who are interested in the subject will find very many most instructive suggestions in a pamphlet published by Ginn & Co., from the pen of Professor W. G. Hale, of Cornell University. Professor Hale shows how to teach sight-reading by mastering each word in a Latin sentence in the order that it comes. For details our readers are referred to the pamphlet entitled "The Art of Reading Latin."

We wish to add one suggestion to those presented by Professor Hale. Instead of reading every word separately, let the pupil read the words in groups, according to syntactical relations. The eye can take in two or three words nearly as easily as one, and by considering two or three instead of one we are spared much time and labor in considering possible constructions which soon appear to be inapplicable to the passage in hand. For example:

"*Anno trecentesimo ab urbe condita pro duobus consulibus decemviri creati sunt, qui allatas e Grecia leges populo proponerent.*" Instead of considering *Anno* first and separately, and turning over in the mind all its possible combinations, it seems to us better, for the view in end, *i. e.*, easy and speedy translation, to consider "*Anno trecentesimo* and then *ab urbe condita* and next *pro duobus consulibus*,"

etc., etc., letting the mind pause, not upon every word, but upon groups of words connected into ideas.

The mind will take in the thought about as follows: "*In the 300th year—from the foundation of the city—instead of two consuls—decemvirs were created—who—laws brought from Greece—to the people—should propose.*"

Gradually the mind and the eye will increase in power to grasp quickly larger and larger combinations of words until they will be enabled to translate Latin into English at a glance.

G. T. W.

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## BOOK NOTICES.

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*Mommsen's History of Rome: Abridged for Colleges and Schools.* Scribners. New York.

The exhaustive history of Professor Mommsen, an acknowledged masterpiece of scientific analysis and criticism, but too voluminous for use as a college text-book and too little narrative for general reading, has been condensed into a volume of medium size suitable alike for the college student and the general reader. The characteristic features of the original work are still retained, but the omissions and condensations have reduced it almost three-fourths. A very suggestive and useful chapter has been added on the sources of Roman history, and appended to each chapter is a valuable list of authorities. We could wish that the editors had incorporated in the text some of those fine dramatic scenes, picturesque anecdotes and pregnant aphorisms that have so long served to give a rich color to Roman character and to fill the young mind with delight and enthusiasm. We assent to the dictum of Quintilian: "*Historia scribitur ad narrandum non ad probandum.*" The narrative historian will always find more readers and therefore teach his lessons more widely. The task of the abridger is difficult, and it is unquestionably his duty to preserve the color and tone of the original. In the present case the work is done with rare skill, judgment and fidelity, and the abridgment is in most respects far superior to the original. We hope for it wide use and usefulness.

*Four Books of the Metamorphoses of Ovid: By N. C. Brooks, LL. D.* Thomas W. Hartley & Co. Philadelphia.

We have come to the opinion that Ovid is more suitable for school reading than Virgil. The topics presented are capable of fragmentary read-



ing and usually are of more general interest than the special story of the Æneid. The style of Ovid, too, is singularly clear, flowing and easy, and it possesses very many qualities that render it especially attractive to the young; while Virgil demands a mind somewhat mature and a taste refined and cultivated. There are, to be sure, objectionable passages in Ovid's writings. But in this edition of the *Metamorphoses* by Dr. Brooks these passages are expurgated, and the volume is one that can be put in the hands of young ladies. The explanatory matter of the volume is in sympathy with the spirit of the Latin poet, if somewhat lacking in philological and grammatical completeness. The illustrations are abundant and of a character to please and interest the young.

G. T. W.

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### CLASSICAL NOTES.

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The Cincinnati *Commercial-Gazette* gravely says: "'Pan' is from *an old Saxon verb*, meaning to unite. 'Pan-Anglican,' for instance, is applied to an assembly of representatives holding Episcopalian tenets and principles from all parts of the world." The *Commercial-Gazette* would do well to send some member of its staff to a dictionary—or to school.

The sophomore class of the University of Michigan is preparing to render the "Menæchmi" of Plautus within a few months. The parts have already been assigned, and preparation is in progress. This is the second Latin play to be given in the University. The first, the "Adelphœ" of Terence, was successfully produced in 1884.—*New York Evening Post*.

Mary E. Burt, in her recently published *Literary Landmarks: A Guide to Good Reading for Young People*, "maintains the capability of children to be interested in the best imaginative works of the race, beginning with the Greek and Latin classics and continuing through Dante and Shakespeare." She rightly says that the classics afford a simpler literature than that of later times, and are therefore the best material to begin with.

Professor Baird, of the Northwestern University, sends us a copy of his *Greek-English Word List*, containing seven hundred important Greek words so arranged as to be easily committed to memory. The author says: "The purpose of this list is to aid in acquiring a Greek vocabulary. Its claims are based on the assumption: 1st. That by following a series of terms related to each other by the laws of association, the attention is stimulated and concentrated. 2d. That the arrangement here adopted utilizes this attention to impress on the memory the Greek word with which the English word last pronounced is to be associated." For example, the list gives in succession the Greek words meaning *deep, sea, fish, flesh, fat, slow, fast, swift, horse, wagon, road, to lead, to follow, to imitate*, etc., and it is supposed that each of these will suggest that which immediately follows or precedes it. Of course the list must be mastered in order to be of use, since the words are not arranged alphabetically, and quick reference is impossible. The plan adopted makes it necessary to omit many common words—conjunctions, prepositions, most adverbs, and particles, and insert many words that are not very common; but there is no doubt that this word list will aid pupils in acquiring a vocabulary.

In an early number of THE NORTH CAROLINA TEACHER we hope to publish a Greek-English vocabulary arranged on a somewhat different plan. It will include about 600 words most commonly used, placed alphabetically in these groups: Nouns, adjectives and pronouns; verbs; adverbs, conjunctions and particles; prepositions. The commonest meaning is given for each word, with an English or Latin derivative or cognate wherever it is possible to add these. It ought to be well known that a student who has command of even five hundred common words in any language has an immense advantage in reading or speaking that language. He very rarely comes upon a sentence in which three-fourths of



the words are not to be found in his mental vocabulary, in their simple forms or in compounds or in easily understood derivatives. Usually, however, our pupils go on for years slavishly looking up in their dictionaries words which they might have known accurately in a short time after beginning their study of the language. It is hoped that the Greek vocabulary, which it is proposed to publish in this department, may be of some service to pupils and teachers in removing at least a part of the difficulties with which all of us have to contend.

Considering the number of books written in English concerning the ancients, especially the Greeks, Romans and Egyptians, a very large proportion of the reading public know but little about them, but little, if really anything, concerning their civilization, numbers, customs, manners, inventions and scientific attainments. For instance, the statement made by the eminent Professor Louis Agassiz, that in some respects the ancients were more conversant with natural history than the moderns, must surprise nearly every one. He says: "In some way the study of natural history has lost rather than gained in modern civilization. You would be surprised to learn how well informed the Greeks were, for instance, about the structure of animals. Aristotle knew more of certain kinds of animals and their general relations than is known now. For instance, he never confounded sharks and skates with ordinary fishes, while all modern naturalists would have put them all in one and the same class. Strange to say, I have studied the selacians on the South American coast by the light of Aristotle's researches upon them in the Mediterranean Sea, more than 2,000 years ago. I can fairly add that the knowledge of Aristotle on these topics is far ahead of the current information recorded in modern works of natural history, that his statements can only be understood

by one who has made a special study of these animals. The community evidently shared his knowledge, for he refers to text-books of natural history which must, from the details he gives about them, have been superior to those we have now. You may seek in vain in the anatomical atlases of Wagner or Carus for information about the structure of the reproductive apparatus of selacians to which Aristotle alludes as contained in the text-books of anatomists and belonging to the current knowledge of the time."—*Wilmington Messenger*.

From Messrs. Ginn & Co. we have White's *Passages for Practice in Translation at Sight, Part IV—Greek*. Parts I, II and III are to be published later. This series will be of the greatest benefit to classical students, and we await with interest the publication of the earlier parts. Part IV contains one hundred and fifty selections, averaging more than one page in length, from Demosthenes, Plato, Xenophon, Herodotus, Thucydides, Homer, Euripides, Sophocles, Aristophanes and Æschylus. Notes are not given, though it is intended to issue a teacher's edition with notes to be dictated at the teacher's discretion. Part IV is too difficult for reading at sight with any but advanced classes, and the selections, though good, do not seem to have been made always with the best judgment. Some of the directions for sight reading are worth repeating here: "Read the passage aloud in the original, that is, without translating. Repeat the reading, if the thought of the passage is not perfectly clear, dealing with the difficulties that arise sentence by sentence, without help from grammars or dictionaries. Read the passage again rapidly, aloud, in the original. In reading, observe sharply the forms of words; determine the meaning of new words by analysis; determine the shade of meaning of any doubtful word from the context, starting from its fundamental idea; make the utmost effort of memory to recall facts in



history, geography, biography, mythology or antiquities, that had been previously learnt; follow the Greek order strictly in arriving at the thought."

Professor T. C. Foote gives, in the *October Academy*, some very sensible suggestions in regard to *English Preparation for Latin*. His article is too long for reproduction here, but we quote a part of the beginning: "It is probably the experience of every teacher of beginners in Latin that the work is much easier and more gratifying to all concerned when a solid foundation has previously been laid in the knowledge of the English sentence. The difficulty of teaching a child to know, in Latin, the ending and, at the same time, the significance of a case; the variations of gender, number, mode and tense, as well as the meanings of these terms; and later on the constructions of complex sentences, while preserving intact the idea of each clause, is too great for the patience of the master or the welfare of the pupil. It is happily becoming the custom to ground children in Latin at a much earlier age than was formerly thought practicable. Much of the hard work may be accomplished when the pupil is best fitted to commit things to memory; but, at the same time, no acquaintance with English grammar can be taken for granted. It is a practical question then, what knowledge of English grammar will suffice as a ground work? And it is equally pertinent to inquire by what method this knowledge may best be gained. In answer to the first question, it would be safe to say: (a) An understanding of the parts of speech and a facility in naming them at sight. (b) A knowledge of the properties of the various parts of speech, and a mastery of the technical terms employed. (c) The ability to analyze a sentence as rapidly as it is read. It certainly is not necessary to have analyzed every sentence of *Paradise Lost*, or even the no less difficult bits of colloquial English. A plain, straight-forward sentence, however complex it

may be, is all that is required. It may be asked, what time will be needed to acquire this knowledge? Most of the books designed for beginners in English require a year, and some even two years, to be thoroughly mastered, while it is certain that this work can be done in less than two months." The author explains briefly his method of imparting this necessary instruction and "ameliorating, if possible, the lot of the school-boy" and the school-boy's teacher.

*A Greek Primer.* By W. G. Frost. Allyn & Bacon. This is, in all important respects, an excellent little book. It is simple enough to be understood by young pupils, and thorough enough to enable one who has mastered its seventy lessons to enter upon the study of the *Anabasis* with readiness. The lessons are carefully graded and cover every important point that should be known by beginners in Greek. The book is evidently made by a man who knows how to teach. We have seen nothing better for use with younger pupils, though the introductory book of Harper and Waters may be more satisfactory for students who are more advanced and in haste to get over the ground in a short time. Certainly it is far and away superior to the old-fashioned introductory books of even recent years, which are still in common use. A valuable feature of this *Primer* is a word list including: All words which occur seven times or more in *Anabasis* I-III; words which occur four times or more in *Anabasis* I-III and which are also among the five hundred most common words in the *De Corona*, *Ædipus Rex*, *Phædo*, *Memorabilia*, and *Thucydides* I; common words related to those already on the list, and a few others necessary for examples or the exercises. Six hundred and sixty-five words are given in the list. The book is beautifully made and includes a number of handsome illustrations. It adds another to the series of admirable text-books in Greek and Latin issued by Messrs. Allyn & Bacon. The use of this *Primer* will be an inspiration to teacher and pupil.

E. A.



# IN THE SCHOOL-ROOM.

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## AN INTERESTING QUESTION.

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Can you tell me whether wild animals usually die a natural death, and what becomes of their bodies after death? Why are not their carcasses found? Some Hindus maintain that wild animals in a state of nature, being in perfect harmony with the laws of God, never die. They say that only man and domestic animals, because they have subverted these laws, die.

W. A. M.

The question is answered by the *Boston Transcript*, as follows: "It is a curious fact that the bodies of animals that are supposed to have died a natural death are very rarely found. Many old hunters assert that they have never seen one in a whole life-time spent in forests and localities where game is plenty. This fact has given rise to a popular belief that animals never die in a wild state, unless by violence. The idea is, of course, an absurd one, but it opens up the question where do they go to die, and how do they manage to conceal themselves so that their remains never come to light?"

[Can any of our readers give a more satisfactory reply to this very interesting inquiry?—EDITOR.]

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## QUERIES.

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*Writing.*—Will some teacher, in an ungraded country school, please tell us just how to get young pupils to take up the script exercises in the First Reader and perform them successfully.

In other words, what is the best plan for teaching young children to write? And should they be taught to write

all the letters of the alphabet and many short words before they are given a book?

*Grammar.*—In the following sentences, viz.: “The day is extremely fair,” “This is an extra good quality of cloth,” “The hat is jet black,” “The apple is very red,” do not the words *extremely*, *extra*, *jet* and *very* prepare the qualifying adjective to describe their respective nouns? May we not call all words performing a like office *Preparative Adjectives*?

And from the same reasoning point, do we not have *Preparative Adverbs*, as, for example, *very*, in the sentence, “She writes very rapidly”; *as you wish*, in the sentence, “I will go as far as you wish”; *less*, in the sentence, “These trees wave not less proudly,” etc.?

*Do adverbs ever modify adjectives?*

AN INQUIRER.

[Will some of our readers please answer the above queries?—EDITOR.]

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#### PRIZE REVIEW.

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### RASSELAS, PRINCE OF ABYSSINIA.

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BY MISS SUDIE HUNTER.

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YOUNG FOLKS' READING CIRCLE, KINSTON COLLEGE, KINSTON, N. C.

Rasselas was the fourth son of the mighty emperor of Abyssinia. According to the custom among the ancient monarchs of the torrid zone, he was confined in a private palace with the other sons and the daughters of the emperor. The palace was situated on an eminence of about thirty paces, in a spacious valley in the kingdom of Amhara. Here Rasselas was to remain till the order of succession should call him to the throne.

The valley was surrounded by mountains, down the sides of which flowed streams, forming a beautiful lake in the centre. The lake discharged its superfluities through a crevice in a rock on the northern boundary of the valley. It was frequented by every kind of water-fowl,



and contained many varieties of fishes. Fruits and flowers grew in great abundance. There were also many animals in the valley. In short, the place was a modern Eden. There was but one entrance into the valley—a cavern through a mountain. The outlet of this cavern was concealed by a dense forest, and the mouth, which opened into the valley, was closed with iron gates so massive that they could not be opened without the aid of machinery. They were never opened except on the annual visit of the emperor to his children. Persons were then admitted into the valley for the entertainment of the inhabitants, but were never allowed to return to the world beyond the mountains.

Every desire of the inhabitants of the valley was instantly gratified. The sages, who were employed to teach them, told them of nothing but the miseries of the world. The place, on account of its beauty and the pleasures within it, was called the "happy valley."

The inhabitants were all very well contented except Rasselas, who, in the twenty-sixth year of his age, began to delight in silent wanderings. He became very grave and thoughtful. His teachers and companions endeavored to cheer him, but all their efforts were in vain. One day one of the sages said to him, "If you knew of the sorrows in the world, you would know how to appreciate your own comforts." The prince determined from that moment that he would escape from the happy valley and see the world. He would wander alone oftener than before, trying to find means of escape, but could find none, and gave up almost in despair.

Rasselas often visited a mechanic who lived in the valley, and on one of his visits found him making a sailing chariot. Rasselas thought he might escape from the valley in the chariot, so he insisted on its being finished as quickly as possible. It was completed in a year, but would not sail.

It was the time of the annual rain-fall, and Rasselas, with the others, was compelled to remain in-doors on account of the valley's being flooded. Among the persons allured into the happy valley was a poet named Imlac. Rasselas invited this poet into his apartment one night and requested him to relate his history.

Imlac was born in Goiama. His father was a wealthy merchant and wished his son to be one also, but he liked traveling better—he was disgusted with trading. When his education was completed his father gave him ten thousand pieces of gold with which to start out in life. He traveled on camels to the Red Sea, which he crossed and soon reached Surat. From Surat he traveled to Arga and thence to Persia. From Persia he visited Arabia, Syria, the Holy Land and the countries of southern and western Asia. He then returned home, but learned that his father had been dead fourteen years, having left his property to Imlac's brothers, who had settled in different provinces. The poet expected the congratulations of his friends, but was disappointed. It seemed as if he were slighted by every one, and when he heard that the gates of the happy valley were opened he applied for admittance. He accordingly entered,

hoping to find happiness. Rasselas asked him if he had found happiness, and having been answered in the negative, told the poet that he, too, was unhappy and wished to leave the happy valley.

One day as Imlac and Rasselas were strolling through the valley they noticed that the conies, which the rain had driven from their burrows, were making holes in the sides of the mountains, tending upwards in an oblique line. The poet and Rasselas decided to make their escape in the same manner. Having procured implements, they soon began their work. They were discovered by the sister of Rasselas, Nekeyah, who expressed a wish to accompany them.

The prince and Imlac soon finished their work, and on the night of the next full moon the poet, Rasselas, Nekeyah and her favorite maid, Pekuah, left the valley, taking with them their jewels, which were very valuable.

After spending several months at a village and a watering-place, they proceeded to Cairo, where Imlac hired a house and furnished it magnificently. Rasselas soon learned to converse with the learned men of Cairo, and turned his thoughts on the choice of life. He first associated with the young men, but soon withdrew from their society, as they were very dissipated. He entered an assembly of wise men one day and heard one of them discourse on the government of the passions. The prince was very much pleased and called to see the man the next day. He found the sage in great grief about the death of his daughter. Rasselas told him to listen to reason, as the sage had taught in his discourse, but he answered that reason only taught that his daughter would not return. Rasselas, disappointed, left him.

He was still in search of happiness, and having heard of a hermit that lived near the lowest cataract of the Nile, resolved to visit him. The four soon set out for the hermit's abode. They inquired on the way if there was happiness in pastoral life, but were informed that there was not. To escape the heat they entered a grove where they saw a magnificent castle. They were welcomed by the host and spent a few days with him. They found that he was not happy, because he expected the Bassa of Egypt to plunder his castle at any time on account of envy. The travelers soon reached the hermit's cave and found the hermit sitting outside it. Imlac asked him to suggest a choice of life for the prince and his sister, and to tell them if he found happiness in solitude. He answered that there was no happiness in a hermit's life, and that he had decided to return to Cairo. They spent the night in the cave and then departed for Cairo.

The prince and the princess then divided the search between them; he was to search among the nobles, she among the lower class. They would meet in a summer-house on the banks of the Nile and tell how each was progressing. They did not find happiness either in royal life or life among the lower class of society.



One day as they were talking on the subject of marriage, Imlac entered and suggested a visit to the pyramids. The following day they set out for the pyramids, and, having pitched their tents near by, entered one of the pyramids. Pekuah became frightened and returned to the tents. When the other three returned they were told that some Arabs had just passed and had stolen Pekuah and her two maids. Nekeyah grieved very much about the loss of her favorite, and her grief having abated some they returned to Cairo.

Pekuah had been gone seven months, when a messenger returned from the borders of Nubia, saying she was in the possession of an Arab chief and could be ransomed for two hundred ounces of gold. She was carried to the monastery of St. Anthony and restored to her friends, who were waiting there for her. The meeting between Nekeyah and Pekuah was very affecting, and after the maid had given her history among the Arabs they went back to their home.

Rasselas often visited an assembly of philosophers, and he once heard one of them say that the only way to be happy was to live according to nature. He explained his meaning, but the prince did not understand it.

All four of the travelers became acquainted with a man who was a monomaniac on the subject of astronomy. They made a great friend of him and soon diverted his mind from his studies.

The next place they visited was the Catacombs. The astronomer accompanied them, and as they viewed the dead bodies of the ancient Egyptians the poet discoursed on the nature of the soul. He led them to think of the welfare of their souls and to understand that there was no real happiness in this world. The princess said, "Hereafter I will think less of the choice of this life and think more of the life to come."

Rasselas desired to own a little kingdom in which he could administer justice.

Nekeyah wished to study the sciences and found a college for women which should send Christian women into the world.

Pekuah had grown to like the monastery of St. Anthony so much that she wished to become a nun.

Imlac and the astronomer were satisfied to drift along the tide of life with the rest of human beings.

None of them obtained their wishes, and at the next inundation of the Nile they all returned to Abyssinia.

[Miss Sudie Hunter was educated by Dr. R. H. Lewis, of Kinston, for many years principal of Kinston College. This review was submitted, with a large number of reviews from members of Young Folks' Reading Circles throughout the State, to a most careful committee of teachers, and the prize, a gold medal, was unanimously awarded to this paper.—EDITOR.]

# EDITORIAL.

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## DON'T.

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Almost as objectionable as the general use of slang words and phrases is the prevailing tendency to contraction of names of public institutions in correspondence and in conversation until only initial letters are used. Of all people this habit is more unbecoming in a teacher than in any other persons, for it is presumed that clear and correct speaking will be the rule with those who are to train others to speak correctly and clearly. If the names are too long which are given to public organizations or corporations, or if life is too short for speaking the names in full, then let us shorten the former, as we cannot lengthen the latter; but be that as it may, teacher,

Don't say "A. & M." for "Agricultural and Mechanical" College.

Don't say "Y. M. C. A." for "Young Men's Christian Association."

Don't say "Three C's" for "Chicago, Cincinnati and Charleston" Railroad.

Don't say "Nyp and N." for "New York, Pennsylvania and Norfolk" Railroad.

Don't say "O. D. Line" for "Old Dominion Line."

Don't say "Di." for "Dialectic," "Phi." for "Philomathesian," "Eu." for "Euzelian," "L." for "Elevated Railroad," nor "N. C. T. A." for "North Carolina Teachers' Assembly."

Don't say "Bus" for "omnibus" (although this abbreviation has been so long and generally used that it is almost allowable).



Don't say "B. and O." for "Baltimore and Ohio," "R. and D." for Richmond and Danville," "R. and G." for "Raleigh and Gaston," nor contract to the initials the name of any railroad company if you want people to understand what you say.

It has been said that in some portions of the United States the people are so busy, and live at such a high pressure rate of speed, that they haven't time to speak their full names; this may be true, but surely the people of North Carolina, particularly the teachers, have plenty of time to speak correctly and say fully just what they mean.

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How is your Teachers' Council progressing?

WHEN DID you have a public meeting of your citizens and tell them how to increase their school facilities?

WHAT HAVE you done within the past thirty days to strengthen educational thought and sentiment in your community?

HAVE YOU organized a Young Folks' Reading Club in order to cultivate a taste for good and instructive reading among your pupils?

THE TEACHERS ought to be the most independent of all workers, yet how few of them assert their independence and act upon their own judgment!

WHAT SPECIAL things are you doing to make your service as a teacher most valuable to your pupils and patrons, and of permanent good in your field of labor?

IF WE SHOULD make any errors in our "Personal" and "Cupid" departments it will be because we sometimes have to clip items from other newspapers when we ought to have received the information direct.

THE EDITOR is endeavoring to give to his readers all phases of ocean life and experience, in the chapters concerning the trip of the teachers across the Atlantic last summer.

THE ENTIRE seventh edition of "Moore's School History of North Carolina" was sold within thirty days! The eighth edition came from press on November 15th, and orders for several hundred copies were already in the hands of the publishers.

THE PORTRAIT of Miss Sudie Hunter which appears as frontispiece to this number is the finest that we have ever had made for THE TEACHER. It is a 'photo-engraving by the "Ives Process," such as is used largely by the Century Company and the Scribners in their magazines.

OUR TOURIST friends, the "New World Travel Company," of New York, have arranged a most delightful winter excursion to Cuba and the adjacent islands. The tour occupies twenty-one days and the total cost for all expenses is only \$130. The party will leave New York December 19 on one of the elegant Ward Line of steamers and return about the 8th of January. We most sincerely commend this trip to our teachers and friends of education and hope that some will take advantage of this opportunity of visiting the tropics.

FROM TEACHERS in every section of North Carolina come most complimentary and gratifying reports about the use of Mrs. Spencer's "First Steps in North Carolina History." A prominent teacher beyond the Blue Ridge writes: "It is the most charming book to study and to teach that is used in my school." A letter from the east says: "We are all delighted with Mrs. Spencer's little history. My pupils read it with great pleasure, and frequently say that they are stronger North Carolinians than ever before." Such school books as this little history have been long needed in North Carolina to develop the highest order of State pride in our younger boys and girls.



YES, THE spelling-book is rapidly returning to schools from which it was once banished, and we think it is now to be a fixture. We do not mean the old "Blue Back" specially, as some teachers thought in reading a short editorial note on this subject in the October number of THE TEACHER, nor do we mean *any* particular kind of spelling-book, but we allude to spellers in general. All original teachers have their preferences in text-books; it is their privilege and it is beyond our province to dictate as to what book they should use; but they cannot dispense with the spelling-book in the school-room—so the leading educators say, and so observation and experience are convincing the profession.

THE TEACHER is a medium of unrestricted communication and expression, freely open to every teacher and school officer in the State, and we shall publish the views of writers just as they come to us, and upon any subject which may be chosen as the basis of an article. Only harsh criticisms of a nature strictly personal to some member of the brotherhood, or to other friends of education, will be rejected. The editor is responsible for only the opinions as set forth in editorial articles. He does not desire, nor will he attempt, to make or control the views of other people, so contributors to the pages of THE TEACHER may think as they please upon school topics and write just what they think. We shall publish as they write.

MESSRS. ALFRED WILLIAMS & Co. expect to publish very soon their "North Carolina Practical Speller." It is prepared by two of the best native teachers in our State, and it is believed that every North Carolina teacher will find it to be the best spelling-book that is published. It will be specially and thoroughly adapted and graded to public and private school work, and will embody some entirely new and excellent principles and methods. It will be as good

if not better than any Northern book and be sold at a much lower price. Among other new features, there will be given the correct orthography and pronunciation of all principal proper names in the geography and history of our State. There will also be definitions and numerous dictation exercises.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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Miss Bettie Case has a school at Axton, Va.

Miss Ida P. Gay has a school at Pactolus, Pitt county.

Miss Vallie Page is teaching at Taylor, Wilson county.

Mr. C. R. Owens is teaching at Big Lick, Stanly county.

Miss E. R. Rominger has a school at Vienna, Forsyth county.

Mr. S. L. Dellinger is teaching at Cherryville, Gaston county.

Mr. Edward Britton is teaching at Mount Olive, Wayne county.

Mr. H. P. Bailey is principal of Haysville High School, Clay county.

Mr. F. V. Falls is principal of Fallston High School, Cleveland county.

Miss May Robinson is teaching at Balsam Grove, Transylvania county.

Mr. L. G. Frazier (Oak Ridge Institute) is teaching at Pleasant Garden, Guilford county.

Rev. John P. Boyd and Mr. J. M. Simpson are principals of Polkton Academy, Anson county.

Mr. Y. D. Moore has a good school at Powelton, Caldwell county. Forty-seven pupils are enrolled.

Miss Sophie H. Skinner has a pleasant private school of little girls and boys in Edenton, Chowan county.

Mr. E. F. Eddins (Wake Forest College) is principal of Yadkin Mineral Springs Academy at Palmerville.

Miss Minnie Willis is principal of Trenton High School, Jones county. The school is in a prosperous condition.

Mr. Alex. B. Stronach, Jr. (University N. C.), has been elected teacher in the Centennial Graded School at Raleigh.

Miss Maude L. Alford, a member of the Teachers' European Party, has charge of the Department of English in Littleton Female College, Halifax county.



Misses L. Annie Williams, Norva Waldo and Kate D. Miller have charge of Hamilton Institute. Martin county.

Mr. Geo. C. Thompson is principal of the Male Academy at Louisburg, Franklin county, and the school is flourishing.

Miss Florence Moore, of Selma, is teaching in the graded school at Reidsville, and is very much pleased with the work.

Baltimore Academy, in Yadkin county, is in charge of Mr. A. J. Burrus as principal. He is assisted by Miss Fannie Richardson.

Miss Bessie Brinson (Nashville Normal College) is in charge of the Music Department of Graham College, Alamance county.

Mr. W. F. Marshall has a fine school at Globe, Caldwell county. Mr. R. L. Moore is assistant, and over sixty pupils are enrolled.

Mr. D. S. Parker (Trinity College) is principal of Progressive Institute, at Dunn, Harnett county. Mrs. W. B. Harrell has charge of the Music Department.

Mr. E. B. Phillips has an excellent school at Cedar Creek, Cumberland county. The enrollment is good and pupils show a vigorous determination to work.

The public graded schools of Raleigh have introduced Mrs. Spencer's "First Steps in North Carolina History," and the children are delighted with the study.

Mr. J. C. C. Dunford and wife, formerly of Judson College, Hendersonville, N. C., have a fine and growing school, St. David's Academy, at Society Hill, S. C.

Mrs. Lucy W. Weathersbee has removed her school from Oaks to Burlington. She is assisted in the school by Miss Maggie R. McIver and Miss Hattie Kirkland.

Miss Mary L. Wyche (Henderson Female College) has opened a boarding-house at Chapel Hill in order to educate her three brothers at the University. A noble effort.

Miss Annie L. Smith is principal of the public school at Leaksville, Rockingham county. Miss Cora Stephens is assistant teacher, and fifty-eight pupils are enrolled.

The number of students attending our Agricultural and Mechanical College is steadily increasing, and its success is assured as one of the permanent institutions of North Carolina.

Miss Sallie P. Wyche (Henderson Female College) took a special business course last summer in the Baltimore Commercial College, and will teach this course with calisthenics in Littleton Female College. We are pleased to see that our girls are to be taught more concerning the affairs of practical life.

Cards are out announcing the marriage of Miss Susie Eliotte, of Danville, Va., a member of the Teachers' European Party, to Mr. John J. Boswell, on November 26th, 1889, at 9 o'clock.

Miss H. M. Montgomery is principal of Philadelphia High School, at Glenn Springs, S. C. She is assisted by Misses C. L. Camp and Mary S. Brown, both natives of the Old North State. The school opened November 11th.

The excellent St. Mary's School, at Raleigh, has extended its course for young ladies by addition of a department of Short-hand and Type-writing, in charge of Mrs. J. O. Burch. A valuable addition to its present admirable training.

Concord Female Academy is a popular and flourishing institution. Misses Bessent and Fetzner are the principals, and the assistants are Rev. W. Y. Campbell and Misses Young, Page and Zeiber. Eighty-four pupils are enrolled.

It is gratifying to know that the well-known school at Hillsboro, of which Misses Nash and Miss Kollock are principals, is enjoying that continued prosperity which such a high grade institution has always merited. We know of no place in the South where girls are more thoroughly and properly trained for noble womanhood than in this Hillsboro school.

At the recent intermediate examinations in Latin, under Professor Winston, at the University, the six highest merits attained out of a possible 100, in a very difficult examination, were as follows: Argo, 92; Ashe, 91; Biggs, 89; Snow, 88; Stronach, 87; Battle, 86. All these, except Mr. Biggs, are from the city of Raleigh, and, with the same exception, were prepared at the Raleigh Male Academy, Messrs. Morson & Denson, principals. We are gratified at the high reputation the Academy maintains. No less than sixteen boys went to the colleges from this institution for the present term, yet its present enrollment is the largest for many years. The success of an entire class in their University work is the best possible indorsement of the Academy.

The young ladies of Peace Institute, at Raleigh, will, about the first of December, begin the publication of a forty-page monthly magazine, devoted to the interests of that institution. It will bear the very appropriate and attractive name, "Voices from Peace," and it will be under the editorial management of Miss Nannie Burwell, assisted by Misses May Rouse, Maggie Smith, Netta Hardison, Emmie Faucette and Gena Rowland. Miss Nannie Burke will be business manager. The first number of the magazine will contain a portrait of the late Mrs. Mary Burwell, with a sketch of her life prepared by Mrs. Sarah White, of Charlotte. The people of the State extend a friendly and cordial welcome to the enterprise, in which THE TEACHER most truly and sincerely joins.



The press, both at home and abroad, recently indulged in some strictures upon the quality of educational training in North Carolina, on account of the failure of most of the appointees to the Naval Academy from this State to enter that institution upon examination last year. It is gratifying now to recur to the successful winner in the competition for the appointment in this district, Worth G. Bagley, of Raleigh, who was admitted to the Naval Academy at the head of a list of seventy appointees from the various States and Territories of the Union. He was thirty points in advance of any other members of the class, although the youngest boy examined, being only fifteen years old. He was prepared by Messrs. Morson & Denson of the Raleigh Male Academy.

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### IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost, loved ones will be found again."

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MISS ANNIE S. JOHNS, who was one of the members of the North Carolina Teachers' Assembly at its organization on June 16, 1884, at Haywood White Sulphur Springs, died recently at Leaksville.

HON. WILLIAM NATHAN HARRELL SMITH, Chief Justice of North Carolina, died at his home in Raleigh on November 14th, 1889. He was a warm friend to our North Carolina Teachers' Assembly, attended the second session at Black Mountain and the fifth session at Morehead City, and was the first person in the State to send the Secretary \$25 for Life Membership.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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LITTLE GIRL—"What's the matter, little boy?" Little Boy—"I'm crying because my mamma has just gone to Heaven." Little Girl—"Oh! but p'haps she hasn't!"

PATRONIZING OLD GENTLEMAN—"I wonder whose little boy this is?" School-boy—"There's two ways you could find out." Old Gentleman—"How so, my son?" School-boy—"You might guess, or you might inquire."

AN EXAMINATION in the public schools: Professor to Pupils—"In which of his battles was Gustavus Adolphus killed?" Pupil (after reflection)—"I think it was in his last battle."

"NOW, CHILDREN," said the teacher, after reading the old story of Washington's exploit with his hatchet, "write me all you can remember of that pretty story I have just read to you."

### THE RESULT.

Slate I (Teddy, eight years old).—George Washinton is our father did he tell a lie no he never did he did it with his hatchit.

Slate II (Ethel, seven).—gorge washinton was the father of his contrehes father sed did you do it he sed i wud not lie i did it with my Hathit and then he busted in tears.

Slate III (Georgie, nine).—George Washington is the father of our country and he did it with his hatchit and he said father I did it did the boy deny it o no did he try to put it on some other feller No He did not tell no lie he bust into tears.

"I DECLARE, Robert," said the old man, irascibly, "you are the most stupid boy I ever saw. I wonder at your ignorance. It seems to me I'll never be able to learn you anything." "Do you mean *teach* me anything, pa?" asked Bobby, calmly picking a tooth-pick.

TEACHER—"Why is it you don't learn Sunday-school lessons as you do those on the week days?" Bad Little Tommie—"Cause you can't lick a feller at Sunday-school."

"PA," ASKED sleepy Bobby, "can I ask you a question if it ain't foolish?" "Ya'as!" almost shouted the old man, who was trying to read. "Well, if a toad had a tail, pa, would it interfere with his jumpin' or would it help him like it does the kangaroo?" In less time than it takes to tell it Bobby was between the sheets.



# THE NORTH CAROLINA TEACHER.

VOL. VII.

RALEIGH, DECEMBER, 1889.

No. 4.

EUGENE G. HARRELL,

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Editor.

## THE TEACHER'S WOOING.

The teacher among his pupils had  
A maiden fair;  
He loved her—who could not? Her eyes were soft,  
And turned to his with saucy glance full oft;  
And when his tiresome Latin put her out,  
Her pretty lips were all too prone to pout;  
He longed to kiss them—love had made him mad—  
But did not dare.

One morn he met her on the way to school.  
The hour was late,  
But wait he would not, could not. Thus he sighed:  
“Sweet maid, I prithee, be my beauteous bride!  
Already thou has marked, nor need I tell,  
That I have loved thee long and passing well;  
Nor time nor absence can my passion cool;  
Let's conjugate!”

“Ah!” with arch modesty replied the fair;  
“That would be fine;  
But 'tis impossible, for, as thou know'st,  
Small stock of learning can thy pupils boast,  
The first declension now absorbs my thought;  
The verb I have not yet at all been taught.  
I cannot *conjugate*; all that I may dare  
Is to *decline*!”

—Selected.

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IS

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER V.

HAVING A GOOD TIME AT SEA.

RAVENOUS APPETITES—A SPECIMEN BILL OF FARE—GOING ALOFT—SEA-GULLS—GROWING ATTACHMENTS—ANOTHER CONCERT—"A BOON FOR NORTH CAROLINA TEACHERS"—NEARING THE LAND—THANKING THE OFFICERS—A MERRY NIGHT.

The weather is splendid, the fog has disappeared, sea-sickness is gone and it is evident that "the children" are having a good time.

Each call to porridge at 7 o'clock A. M. brings a good number into the saloon to stay their appetites until breakfast at 8:30, which meal is enjoyed with a thorough salt air relish. We then take a mug of beef tea with "hard tack" at 11 o'clock, and the bell for lunch at 1:30 P. M. calls a ravenously hungry crowd to lunch, and the same is true of the dinner bell at 5:30 P. M. Then by 9 o'clock in the evening we are all again hungry and ready for another light lunch of cheese and crackers.

Five meals a day! Yes, and we are ready for every one of them as they come, and it would not be hard for us to sandwich another little collation in the commissary schedule about 3:30 P. M., just to stay our appetites until dinner. The occupation now is to keep our appetites down, and not our meals.

The table fare on the steamers of the State Line is very good. It is well cooked, well served, varied and in abun-



dance. In looking over the bill of fare for to-day (July 16th) we find tea, coffee, toast, potatoes (boiled, baked and mashed), bread, two kinds of soup, ship biscuit, roast beef, veal, chicken, cabbage, tomatoes, cauliflower, salad, beef-tongue, fresh fish, sausage, baked beans, pickles, cabinet pudding, blanc mange, cake, small sweets, marmalade, apples, bananas, water-melon, cantaloupes, raisins, pine-apples, nuts, cheese and crackers. This diet is changed each day with ham, eggs, mutton, red herring, scallops and quite an assortment of desserts.

The deck amusements have been varied by foot-racing, "cake walking" and the old game of King George, or "pull." In the "pull" Mr. Jno. D. Moss, of Athens, Ga., and Mr. J. Bryan Grimes, of Grimesland, N. C., chose sides of about forty of "the children" on each side, and, with a long rope, about an hour was spent in each side desperately pulling against the other. The merry peals of laughter, the yelling and much talking were more suggestive of a big school at recess than anything else we can think of.

One of our young men, more venturesome than the others, in the exuberance of his spirits climbed up the rigging to the mast-head, and the Captain gave the boatswain a wink which soon sent that officer up the ratlines with a short rope in his hand. Everybody was looking aloft to see what was going to happen, and soon there were moans of sympathy from the deck, for "Blue Capehart is tied to the mast!" Yes, so it was. "Blue" had violated a rule of the ship in going aloft without permission, and he had to remain tied to the mast-head for half an hour as a penalty. There was no more climbing the rigging by any member of our party after this event, and perhaps we were thus saved from some accidents which could very easily have occurred.

The sea had become quite smooth since leaving the Banks, and, notwithstanding the head wind which had prevailed continuously since we left Sandy Hook, the ship

was making good time, running some two hundred and sixty miles each twenty-four hours. The course had been changed to a more easterly direction and the prow was now pointed for Inistrahull Light on the Irish coast, which was only about five hundred miles distant.

Great numbers of sea-gulls were now following the ship, and it was very interesting to watch their movements in feeding upon the large quantities of scraps of food which were thrown overboard by the Stewards. Sometimes we would single out one of the largest of the birds, throw him a cracker and keep our eyes on him while he would drop astern several hundred yards to eat the bread, then spread his wings for a most graceful sail towards the ship, and soon he would be within twenty feet of us, poised in the air, turning his head from side to side, seeming to say, "Didn't I do that sail nicely?" The boys were anxious to take a pop at the birds with pistols, but to shoot a gull at sea has been prohibited by an unwritten law of the ocean for centuries. The mariner says that to kill a gull from the deck of a vessel is "bad luck," and luck on the water cannot be safely tampered with.

It is plain to see that the "attachments" which were noticed on first sailing are becoming more attached. The cosy little nooks in rear of the wheel-house, on the hurricane deck and in the corners of the saloon are much sought by special couples, where the time is most delightfully spent in reading to each other, while now and then a particular and significant emphasis is put upon tender and appropriate passages from the volume. All the couples seem to be well selected and therefore they have the blessing of the company in advance, with many good wishes for their success.

There was on the *Nevada* a particularly snug and comfortable little nook in rear of the pilot-house. It was quiet, private, protected from the wind, and of course it soon



became in great demand. It was just roomy enough for *two* steamer chairs, *one* novel, *one* diary, *one* rug and only *two* persons who thought a great deal of each other. As there was not a similar nook for each of the ten couples who wanted one it was amusing to see which two persons got possession first in the morning and which two held it latest in the evening.

Another concert is the order of the day, and on the evening of the 16th we again gathered in the saloon to be entertained by music and recitations, and to enjoy the long-promised talk about Europe by Professor Winston. A most pleasant hour was spent in listening to musical and literary selections rendered by Misses Kate Fuller and Mabel Upchurch, of Raleigh; Miss V. L. Wilson, of West Virginia; Miss Sue Cummings, of Wilmington, and Miss Annie Hickey, of Danville, Va.

"The Professor" not being able to tear himself away from the restfulness of his state-room, he begged to be again excused from appearing just yet, and the Secretary, in lieu of the expected lecture by the Professor, read a press dispatch which had that morning been received over our "Great Atlantic Fish Line Telegraph Cable." It was stated that the "press" had appeared the day before in a number of newspapers throughout the world:

A BOON FOR NORTH CAROLINA TEACHERS! MARVELOUS PHENOMENON!!  
NO MORE SEA-SICKNESS!!!

RALEIGH, N. C., July 16, 1889.

In the history of the world there has not been so wonderful a convulsion of nature as that which occurred on the night of July 14th, 1889.

So mighty are the effects of this startling upheaval that the courses of our climates are to be changed, the system of navigation to be revised, the great ocean steamers are to lie idle in the ports and all nostrums for sea-sickness are henceforward and forever to be "laid on the shelf" unknown, unhonored and unsung. The mariner's compass is to become a useless toy, the north star a will-o'-the-wisp, the sun and moon will disappear from seafaring nomenclature and the Nautical Almanac is to be a greater curiosity than the mummy of Pharaoh. The infernal paroxysms

of the once well-known sea-sickness are to be consigned to the shades of oblivion never to be resurrected, and the delights of a trip to Europe are to be as varied and as sweet as those of a North Carolina teacher on a tour in a Pullman palace car across the continent. All the scientists of the globe are standing aghast and amazed as they think upon the astounding freak of nature which so recently occurred and which we are now about to describe.

It is a fact well known to geologists and navigators that the island of Greenland is composed entirely of ice ; in fact, it is a vast iceberg wholly detached from the bottom of the sea beneath it. It was discovered by Lieutenant Greely, a few years ago, that Greenland was fastened to the north pole by a narrow neck of ice running from the island and circling about the pole. This vast island of ice is covered with light soil and vegetation ; this soil also protects the sides from the action of the sun so as to prevent melting. The various tides of the North Atlantic have frequently changed the position of the island from two to three degrees of longitude east or west.

During this spring and early summer there has been throughout the world near 50 per cent. more rain-fall than at any other period of the world's history ; and the long continued warm rains so perforated and dissolved the isthmus of ice which held Greenland at the north pole that the island got adrift about the 15th of June and floated southward with the tide. It was seen several times by passing vessels ; the steamer *State of Pennsylvania* sighted it twice on her last voyage, but owing to the prevalence of a vast fog hiding all but a small part of the island only little of it was seen, and it was thought to be simply an iceberg, such as drift about these waters at this season of the year.

In moving southward the gulf-stream inclined the island inland and the extreme southern end of the mass struck on Hatteras shoal and there became firmly fixed while the northernmost point of the island swung around entirely across the ocean, having become elongated by the tides and now rests securely in the Strait of Gibraltar. The strait is filled from shore to shore, all inflow of current has been cut off and the Mediterranean Sea is now but a large lake, wholly inland, and Greenland is now become the long looked-for connecting link between America and Europe.

So soon as the island had become stationary between the great continents a large company of New York capitalists was organized for building a railroad across the Atlantic. Having heard of the tribulations of the North Carolina teachers in crossing by water, it was determined to have the road completed by August 9th, so as to bring the party home by palace car. Return steamer tickets will be taken for fare, and the management will provide a specially large and roomy car for each member of the party who did not find anything to suit them on the outward voyage in the steamer arrangements or in the table fare.



The Secretary has cabled the "North Carolina and Gibraltar Railroad Company" that there were no such persons in this party, and if mistaken he will be glad to make the correction before August 1, if parties will give him their names in time to secure the special cars for them.

The railroad will be double track, all steel rail, and 2,000 men are now at work on an immense tunnel under the capital, Upernavik, and it will be finished by the time the route is graded to the centre.

The work of tunneling is done wholly by raising the temperature to 99°, thus thawing the route as desired. This gigantic commercial enterprise, besides conferring such a blessing upon the North Carolina teachers in bringing them home by rail, is destined to create a revolution in the business operations of the world, and North Carolina is to be the largest and most important commercial port on the globe! Hurrah for the Old North State!!

The days were passing rapidly and most pleasantly, and many of the party were then really sorry that the end of the ocean voyage was drawing near. The company had, in their constant association, become as a large family, and the pet appellation given to them by the Secretary as "the children" seemed to be no misnomer.

On the 19th we were informed by Captain Stewart that in all probability land would be sighted during the night, and this put the party into a flutter of expectation and excitement, which sensations were greatly increased by the reflection that it was not our home land, but a strange and foreign land which we were to see.

In the evening after supper the party assembled in the saloon to talk about the preparations for going ashore and the plans which had been arranged for the succeeding twenty-four days of traveling and sight-seeing. The long-expected European talk by Professor Winston was again postponed, this time *sine die*, by reason of the continued indisposition of the principal performer in the lecture. The party greatly regretted this, however, as they had been looking forward with much pleasure to "getting a piece of his mind" upon the all-absorbing topic, "Europe," and the Professor being one of the most graceful and enter-

taining speakers in the South we realized what a literary treat we had missed.

The Secretary occupied a portion of the hour in giving an informal talk relative to custom regulations of the countries which we were going to visit, in regard to baggage, the rules of hotels, the accepted regulations concerning servants and fees and other matters which would be important to us in a few days.

A vote of thanks was given most heartily to Captain Stewart and his associate officers for their numberless courtesies, and to Chief Steward Armstrong and his assistants for their faithful attentions and their kindness and accommodation under all circumstances. As the meeting adjourned and all were about to retire the Steward spread a most enjoyable collation of refreshments to a crowd which was always hungry, and more so on this last night than ever.

The refreshments had the effect of thoroughly waking up the younger portion of our company, just as feeding a baby too heavily at night will break up the sleep of the household. About twenty of our boys and girls remained in the saloon long after most of the people in North Carolina had been asleep for an hour or two, and they organized an independent concert troupe. All the old familiar songs were ruthlessly led to the altar and sacrificed to their merriment. "Nelly Gray," "Old Folks at Home," "Annie Laurie," "White Wings," etc., etc., etc., were in turn executed. Even "Gathering up the Shells" was resurrected and gathered once more from the tomb, murdered and buried again.

Our honored Chaplain and his associate clergyman were occupying the state-room adjoining the saloon—in their meekness and patience they checked us not, and in our revelry we forgot their nearness to us.



At length that makers-of-night-hideous-crowd settled upon an old stand-by of a song when all others have failed—"Good-bye, my Lover, Good-bye"—and feeling that they had met a congenial sentiment they stuck to the song for about an hour. The rhyming machine was working manfully, each member of the company in turn grinding out a stanza while all the singers kept the chorus on the wing. Finally, when every person on the ship had been aroused from sleep, the singers were tired and hoarse and the rhyming machine had lost its grip on the stanzas, the crowd most lustily yelled:

Of all the ships which sail the sea,  
Good-bye, my lover, good-bye!  
The *Nevada's* just the one for me,  
Good-bye, my lover, good-bye!

A number of the occupants of state-rooms near caught the idea and tune and cordially joined in the sentiment and song of the last stanza.

The Secretary then commanded, "Children, you must now go to bed!" There was a flutter and many a hurried "good-night"—the order was promptly obeyed and the saloon was soon deserted.

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## CHAPTER VI.

### END OF THE OCEAN JOURNEY.

LAND HO!—ENCHANTING SCENERY—DIARY OF A SEA-SICK MAN—A STRANGER IRISHMAN—STEAMING ALONG THE COAST OF IRELAND—THE FIRTH OF CLYDE—A SCOTCH WAGER—"BONNIE SCOTLAND"—CUSTOM EXAMINATIONS—FAREWELL TO THE NEVADA—ON THE RAILWAY—OUR SCOTCH FRIENDS SURPRISED—AT GLASGOW.

There was a commotion on the steamer next morning, July 18th. About 2:30 A. M. land was sighted, and when the news was told in the state-rooms at 6 o'clock every

body hurried to get on deck. At that hour the ship was in smooth water about three miles off shore peacefully sailing up the Irish coast. It was a beautiful morning and the view was exceedingly lovely and picturesque. As each person came on deck there were most extravagant exclamations of delight,

"Oh, Jeannie, isn't it lovely?"

"Did you ever see or dream of any sight more beautiful?"

"I am now repaid for all the sea-sickness, even if I never see anything else!"

"Where is Mabel? Tell her to get up at once and come and see the fairy-land we long ago read about!"

The Secretary was standing on the steam-pipe which leads along the deck to the steering engine, trying to point out Malin Head to a young lady, when he heard a subdued but enthusiastic voice near him say to some one, "You will never see a prettier view than that before you if you live a thousand years!" Turning around he joined about ninety-eight other people in exclaiming, "Why here is Professor Winston! How glad we are to see you!" There may be three-fourths of the world water, as the geography tells us, but the one-fourth which is land had in a few moments brought the Professor on deck when the other three-fourths of water could not do that after an eleven days' effort.

"How we have missed you, Professor," chimed in about twenty pretty girls at once, thus taking a little of the feeling of importance out of about twenty of our cleverest boys. "What *have* you been doing in your state-room by yourself all this time?"

"Been hard at work," answered the Professor, as politely and fully as his recent experience would permit.

"What in the world have you been *doing*?" pursued the information hunters.



"Keeping a diary, girls," he replied, whereupon there came a united pleading, "A diary! Oh, do let us read it!"

"It is very short," said the Professor, "and I'll tell it to you and save you the trouble of reading it."

"Good! Oh, girls, come! Professor Winston is going to tell us about his diary," responded the maidens, and we all gathered around the Professor while he gave us

#### THE DIARY OF A SEA-SICK MAN.

- 1st day. "I feel just as happy as a big sun-flower."
- 2d " Close kin to the whale that swallowed Jonah.
- 3d " Afraid I am going to die.
- 4th " Afraid I am not going to die.
- 5th " Been dead a week.
- 6th " Egyptian mummy (1st dynasty).
- 7th " Primeval chaos.
- 8th " (Signs of land). Azoic protoplasm.
- 9th " (More signs). Pollywog minus caudal appendage.
- 10th " (Land! Ho!) Newborn babe.
- 11th " Brand-new gun-barrel.
- 12th " King of the Cannibal Isles.

The peals of laughter were heard from the bowsprit to the wheel-house.

"Oh, see, girls! there is a funny little boat coming out to meet us," said Miss Everett.

"Perhaps the man wants to come on board," was suggested by another.

"Well if he does he will never reach us with that three-cornered-sail-concern of a boat."

The wind was fair, however, and the man shaped his course so as to cross our bow, and soon the "three-cornered-sail-concern" was near enough for us to sing out in regular nautical lingo to the independent-looking individual who manned the craft:

"Ship ahoy!" to which there came in reply, "Aye, aye, sir!"

"Good luck to you!" we yelled.

"An' the top ov the mornin' to yees all!" came from the "concern," and the sincerity of the benediction sent us by the stranger, borne to us on the first sounds of a human voice which we had heard within eleven days, was received with enthusiastic applause as the steamer rushed by our Irish well-wisher, and he was soon lost to view.

"Just around that little point yonder," said the Captain, "is the Giant's Causeway," and immediately a dozen or more glasses were leveled upon the point, and all were trying to look around it. We think that one person succeeded, as his eyes had been built with a "round the point" attachment. He wasn't a member of our party, however, but simply "a passenger."

The bell rang for breakfast, and although everybody was ravenously hungry they were all loth to leave such fascinating scenery and the excitement of the changing landscape even to take a meal, but finally nature got the better of curiosity in the struggle and we turned towards the saloon with something of a feeling that the beautiful land would be gone when we returned.

But on our return the land was there just the same, except that it appeared more beautiful to us because the ship had run in about a mile nearer the shore and we did not now seem to be more than half a mile from the little islands which dot the coast.

As we approached Malin Head the *Nevada* flies her signals, and from the observatory on that point the safe arrival of our steamer is cabled to New York and our friends at home read it in the *Herald* several hours before we reached Glasgow.

We then entered the North Channel, and on our left is the Inistrahull Light, of which we have read on the daily bulletins in the companion way until we have something of a familiar knowledge of it, and we are eager to see how the thing looks. It is a well constructed light-house on a



small island of the same name, and it is the point on the eastern side from which the ships take their bearings in sailing between New York and Glasgow. On Inistrahull Island are two or three handsome private residences which seem most admirable and pleasant places for spending a summer.

As we sailed down the North Channel the ship was quite near the Irish shore, the Captain having told us that he would run in as near as he could with safety so that we might have the best possible view of the land. The officers of the ship most kindly pointed out to us all places of special interest as they came in sight.

Leaving Inistrahull Island on our left we soon passed Inishaven Head on the right, then the entrance to Lough Foyle, where just on the eastern shore is the little town Port Rush, which was the home of the noted Biblical commentator, Dr. Adam Clarke.

Here we had a very good view of the Giant's Causeway, and now the glasses were turned long and steadily upon that wonderful locality. An excursion steamer was then landing a large crowd of visitors at the Causeway.

Right over the bow of our steamer, far in the distance, towards the north-east, could be seen two little hills exactly alike rising out of the water and standing side by side. Those, we were informed by the Captain, were the Paps of Jura, and they were the first of the Scottish land which we saw; and the glasses at once turned upon Scotland. In a short while there came into view a much nearer part of Scotland, "Mullykintyre," as a sailor told us, which, when translated into Queen's English by the map, became Mull of Cantire.

Our direction now diverging from the Irish coast laid obliquely across the North Channel between Rathlin Island and the main-land of Ireland, and we reached the Firth of Clyde about noon.

At the entrance of the Firth we sailed, seemingly, within a stone's throw of a most wonderful rock formation rising out of the water and standing as a sentinel to keep intruders from the lovely Scotch coast. It is Ailsa Craig, a barren island a thousand feet high, and it looks as if it had been planted there by some strange freak of nature. To this dreary island the Covenanters were banished from Scotland.

We are now fairly in the Firth of Clyde, and the imposing Isle of Arran lying very near us brings to mind the early struggles of Scotland in "the days of Bruce," for on this island is the celebrated cave where the hero fled after defeat and watched the spider's perseverance and final success, which encouraged him to reorganize his Scottish forces and accomplish the great victory on the field of Bannochburn.

While we are filled with admiration for Scotch patriotism and bravery we turn to the right and see the pretty little town of Ayr, which has become immortal as being the birthplace of the greatest lyric poet—Robert Burns. Then we sight the picturesque little city of Ardrossan, where the handsome granite buildings form an imposing and pretty crescent towards the sea. This is a favorite Scotch watering-place in summer, and the Secretary calls to mind several most delightful visits he has made to Ardrossan and some very dear friends who reside there.

Clyde Channel becomes narrower at this point, and we steam in between the Cumbray Island and the Island of Bute, and we are all much interested in examining with the glasses the lovely residence of the Marquis of Bute at Mount Stuart. The interest is greater because this is the first home of a real, live, noted person of nobility that we have seen.

Passing on we soon reach two of the prettiest little cities that can be found anywhere. Rothsay is on the right and



is built entirely of *red* stone, while directly opposite is Bute and every building in the place is of *granite*.. The contrast in the two cities forms a most beautiful picture, and we turn alternately from the red city to the gray city with many expressions of pleasure. .

"Miss Effa," said the Secretary to one of the young ladies in a group standing near him, "I'll bet you a nice Scotch umbrella against a plate of ice-cream that it rains at Greenoch."

The air was fine and the sky was clear as crystal. The lady looked around, became satisfied with the prospect, and replied:

"All right! I'll take the bet. Girls, you are witnesses to it," she continued, "and I will let you all use my new Scotch umbrella that I'm going to win from Major Harrell."

It is a tradition well known to sailors and travelers that there is rain every day in the year at Greenoch, and it is said that the first proposition made by the inhabitants to a stranger on landing there is to sell him an umbrella!

A young lady seeking more information upon this matter of rain at Greenoch turned to one of the sailors and asked, "Does it rain every day of the year in Scotland?"

"No, ma'am," he replied; "sometimes it snows!"

The scenery on either side of the Clyde River is becoming more entrancingly lovely as we ascend toward Greenoch. The rich fields of grain outlined by hedge rows form a most congenial background to the pretty villages seen along the shores of this most picturesque river. The fields are nearly all square in shape, and there are several shades of green on the picture as representing the different kinds of grain and vegetation, the whole view resembling an immense checker-board. Here and there in the valleys and close to the hedges there is seen great patches of the famous national flower, Scotch heather, which with its rich purplish-brown tint lends a new beauty to the landscape.

As we approached the city of Greenoch there was apparent restlessness among our party, for it was well known that at this place all the baggage was to be inspected by the English custom officers, and that being the first time it was natural that there should have been a slight nervousness on the part of a traveler. Particularly was this true with ladies who did not like the idea of publicly opening their trunks containing the many profound mysteries of a woman's wardrobe. They were, however, somewhat consoled on the promise of the Secretary that no man of our party should appear on the scene while the baggage belonging to the girls was being examined by the officers.

Our last meal on board the *Nevada* during this trip is over, the hatches are opened and the noise and clatter of the steam windlass indicate that all the "Not Wanted" baggage is being brought upon deck from the hold; the happy teachers are standing about the deck in groups, merrily chatting about events of the journey and the strangeness of the country upon which we are to land in a few moments, "the children" are fully attired in their shore clothes and not a vestige of the sea remains about them, and it is next to an impossibility to convince anybody that anybody has been sea-sick, for nobody believes any such thing. The engines shut off steam and the propeller is motionless, seeming glad of the rest, the ship has gradually lost her headway, and as the bell struck eight (4 o'clock P. M.) the heavy anchor is "let go," dropping into the water with a thud, the steamer feels the chain and swings around with the tide and we are peacefully lying at anchor in the Clyde at Greenoch!

We missed the noise of the propeller and engines and wanted to hear them again. They gave life to the steamer, which now seems, without that noise, nothing but a motionless hulk on a funeral occasion.



In a few moments the tender came alongside bringing the custom officers. Their examination of the ship occupied but a short while and then began the inspection of baggage (we are in Europe now and will in future say "luggage") belonging to the passengers. The men were ordered by the ladies to stand aside, which order was very promptly obeyed and the scheme so nicely planned by the ladies to prevent the men from overlooking their wardrobes would have worked splendidly but for a little fact which had been overlooked by the ladies.

The trunks and valises were packed to their utmost capacity and tightly strapped to keep them from giving way under the pressure of their vast contents of clothing, rubber shoes, cloaks, hair-pins, etc., etc., etc., including a thousand things of female utility when traveling. After the inspection by the officers of course the articles could never be returned to the same space without a hydraulic press—or at least a man to help sit on the baggage while it was fastened—therefore all the men were of necessity ordered again to the front to aid in clearing the deck of the various articles of a woman's traveling *trousseau*—and thus the scheme proved a dead failure, and we had a good laugh at its burial.

The Scotch officers of customs were so clever and polite and accommodating in their examinations that the duty was soon over, and we discovered that an obliging custom officer wasn't such a horrid creature after all; and we learned further, that it is possible for an official in this department of the civil service to be such a "good fellow" that we may find a real pleasure in having our baggage examined!

As the steamer was obliged to wait for the tide before she could continue her course to Glasgow tickets were supplied to us for a special railway train which was to take us to Glasgow. "All aboard the tender!" was sung out by the Captain, and we were soon steaming across the Clyde for

Prince's Pier at Greenock, where a great crowd of Scotch men and women, "handsome lads and bonnie lasses," were gathered to see the American teachers come ashore.

When we left our good ship, the *Nevada*, we shouted to Captain Stewart, the other officers and the Stewards, who were standing by the rail, our most friendly "good-byes" and best wishes for many a prosperous voyage. We took a last look at the steamer as we left her lying so quietly on the placid river, and as with one voice we most heartily gave "three cheers for the *Nevada*, Captain Stewart and his associate officers!" We added the benediction of Rip Van Winkle, the reputed patron saint of North Carolina, "May you live long and prosper!"

In the excitement of the surroundings, and the thought of soon setting our feet again upon the land, we had all failed to notice a little rift of clouds which had gathered above us. The tender was made fast to the pier, the gang-plank run ashore, and, as we stepped upon the wharf, there came a sudden and gentle *shower of rain*! Somebody standing on the gang-plank just then remarked, "The Major has won the ice-cream!"

The Southwest Railway Company had a special train waiting for us at the station near the pier, and we were soon, with our luggage, all on board the famous English railway carriages for the first time.

The sensation was quite novel, as the cosy little compartments in the cars seemed so unlike anything seen in America.

We could not at once decide whether or not we would like this new style better than those splendid vestibule cars which we have at home, one of which is larger and heavier than three of the little English carriages. Besides, "the children" are so fond of one another and take such delight in talking to the whole party at once that they feel as if some of their rights and privileges were curtailed as they



occupied these small compartments with only about five members of the party in each one, while there is no communication with any other persons on the train.

But our girls and boys were not to be thus easily and suddenly deprived of general conversation, so in the window of every compartment there were at least three girls leaning out, laughing and yelling to one another up and down the train, greatly to the amazement of the railway guards and the numbers of dignified Scotch people who, in their curiosity, had followed us to the train, no doubt to see that such a lively crowd was properly caged so that not more than one of them should get away in Greenoch. It would be too unreasonable to expect such a quiet and orthodox Scotch Presbyterian city as Greenoch to safely harbor more than one real, live, American Southern girl at a time. The peace and dignity of the community would even then be in great danger.

The signal whistle for leaving was given by the guard and our train fairly whizzed over the rails. The south-west coast runs along the Clyde River to Glasgow, and the route shows us more of the lovely scenery upon each bank of the river, which compels us to keep on our lips a continuous exclamation of pleasure and delight.

The distance is about twenty-five miles, and although it was almost 10 o'clock P. M. when we reached Glasgow we had enjoyed a splendid view of the country through which we had traveled, because our latitude was so far north that daylight continues until near 10:30 o'clock P. M.! It is broad daylight again by 3 o'clock A. M., so there is only about five hours of night in Scotland at this season of the year! Very good for a sight-seeing pilgrimage, but we could not decide whether or not there were other advantages derived from so much daylight—certainly if there were commercial advantages our Scotch friends were slow to "catch on," as we say in America, for all principal places

of business were closed by 5 o'clock P. M. to open no more until about 10 o'clock next morning. It could not be said of Scotland—"more daylight, more work."

Our train ran into the St. Enoch's Station and a little walk of about three blocks took us to the Caledonian Central Hotel, where the affable proprietor informed us that he had in special reserve for our party the entire second and third floors.

The rooms were all ready, the doors were open and we simply walked in and at once proceeded to make ourselves perfectly at home.

The very large and handsome Caledonian Central Hotel is situated in the heart of the city on Gordon and Hope streets, at the terminus of the Caledonian Railway. It is in the centre of the business portion of Glasgow, and is one of the most elegant hotels in Europe. The genial proprietor, Mr. Trimble, and his accommodating and courteous clerks soon made us feel that, even though we were strangers in a strange land, it was evident that we were *delighted* strangers in an exceedingly *pleasant and attractive* land!

After a truly enjoyable Scotch supper, of which we partook liberally enough to see a whole drove of night-mares, we bade one another "good night" and all were soon restfully sleeping through the few short hours of our first night in "Bonnie Scotland" and on a foreign shore.

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## ARE THEY GUILTY OR NOT GUILTY?

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THE NORTH CAROLINA TEACHER believes, and believes wholly, in North Carolina, her people and her institutions. It is not our desire to engage in any controversy, but our motto is "NORTH CAROLINA *first*; NORTH CAROLINA *last*;



NORTH CAROLINA *all the time*," and we shall never hesitate to "protect and defend her" and her teachers from attack or what we know to be misrepresentation. When THE NORTH CAROLINA TEACHER ceases to defend the noble men and women who are so faithfully training our boys and girls its publication ought to cease, and we propose that it shall then cease.

A few years ago an educator from the North was employed to superintend one of our Normal Schools. On his return home he grossly misrepresented the schools of Western North Carolina, applying to them the term "howling schools," and THE TEACHER promptly came to the defense. The misstatements were at once corrected, and satisfactory explanations followed.

In the October number of the Winston *Schoolteacher* is an "Open Letter" signed "E. P. Moses (Jonesboro, Tenn.), Superintendent Raleigh Public Schools," from which we make the following extract:

The teachers of the public schools of \* \* \* \* North Carolina as a general rule are not only destitute of the slightest suspicion of culture, but to a very large extent ignorant even of a knowledge of the common school branches. Although they are called teachers the science and art of education are subjects as mysterious to them as the hieroglyphics of Egypt. You will doubtless agree with me that not only nine-tenths of them never read a book on teaching, but that fully nine-tenths of them do not know what the word method of teaching reading means, and have never heard of the Grube method in arithmetic. Although the alphabetic method of teaching reading has not had an advocate in Germany for fifty years, and is prohibited by law in Prussia, you will doubtless agree with me that nine-tenths (probably nineteen-twentieths) of the children of \* \* \* \* North Carolina are to-day taught by that abominable device.

Is it true that our County Superintendents have been so incompetent that they have, after careful examination, given certificates to teach the public schools to men and women who as a *general rule* are "not only destitute of the slightest suspicion of culture, but to a *very large extent* ignorant even of a knowledge of the common school branches"? We think not.

Is it true that after the State Board of Education has adopted a "book on teaching," and which the law *compels* every teacher to read and be examined on, "nine-tenths of them (the teachers) never read a book on teaching"? We think not.

We know, personally, twenty times as many of the teachers of North Carolina as any other person in the State; we have had the pleasure of socially meeting thousands of them at the Assembly and elsewhere; we are well acquainted with a large majority of our excellent County Superintendents and we believe that in the main their work is as faithfully done as that performed by any other public school teachers or school officers on the globe. We have not yet seen or met a North Carolina teacher who was without a "suspicion of culture."

It may be true that many other good things, moral and intellectual, besides the "alphabetic method" have "not had an advocate in Germany or Prussia in fifty years," but they still exist in our America and we are proud of them. The sacredness of the Christian Sabbath has scarcely an advocate in Germany and Prussia; the question of temperance has but few, if any, advocates in Germany and Prussia, but we do not think that America is ready just yet to abolish temperance and the Sabbath day because they are scarcely known and recognized in Germany and Prussia. Nor are we yet ready to abolish entirely the "alphabetic" or any other good methods of teaching which have educated the ablest men and women of our country.

If "nineteen-twentieths" of the children of our State shall be as well educated as nineteen-twentieths of the great, brilliant and profound thinkers of America we will try to be satisfied, even though the method of teaching them may be the same "alphabetic method" which possibly has been without an advocate in Germany and Prussia for fifty years.



We sometimes denounce an old and tried method most unmercifully in favor of some new scheme, forgetting that the "old" methods have educated Milton, Tennyson, Gladstone, Longfellow, Holmes, Hawthorne, Ruskin, Dickens, Scott, "Christian Reid," Ransom, Vance, Mrs. Spencer, Alexander, Hume, Harry Smith, Battle, Winston, Alderman, Finger, McIver and thousands upon thousands of other scholarly men and women; while the "new" method has yet to produce a fully developed mind—and it may never do it. Don't let us be too quick to set aside an old method until we are sure we have something better. If we do it is not progressive education.

There are in North Carolina about four thousand public school teachers; can it be possible that *three thousand and six hundred* are "destitute of a suspicion of culture"! Where does Mr. Moses find a basis for such a charge against our North Carolina teachers? Is he acquainted with even four hundred of them well enough to say that they have not a "suspicion of culture"? Such a statement may be true, as he says, of the teachers of Mr. Moses' native State, Tennessee, but we cannot admit even that until we have evidence to sustain such a serious charge against a sister State.

The pages of THE TEACHER are freely open for discussion of this very grave arraignment of the public school teachers and County Superintendents of North Carolina, and we hope to have the matter fully investigated. At the County Institute held in Raleigh, December 2—7, the able conductor, Professor Chas. D. McIver, said: "There is no other class of people in this State who are doing so much for the people, according to their opportunities, as the North Carolina teachers." This is a noble utterance and finds cordial accord in the hearts of all our people. The people of North Carolina cannot agree with Mr. Moses in his severe denunciation of our teachers.

[For The North Carolina Teacher.]

## HUMBUGGERY IN TEACHING.

BY A PUBLIC SCHOOL TEACHER.

### NUMBER TWO.

The five letters for me which had been addressed to the care of THE NORTH CAROLINA TEACHER and forwarded were promptly received. Two of the letters were from teachers in prominent public schools in North Carolina, one was from a teacher in Alabama and the other two were from County Superintendents.

All the writers were singularly united in indorsing the substance of my brief article in November number of THE TEACHER, and I thank them for so cordially agreeing with me concerning the humbug teaching which the State is paying for in some of its public schools.

As THE NORTH CAROLINA TEACHER announces its willingness to publish the views of its readers upon all school matters I will send an occasional paper as the various methods of teaching which I believe to be humbugs come to my notice.

I hope that some young teachers may be induced to examine some of these methods recently imported from Boston, New York, Germany, Sweden and elsewhere, and realize how utterly useless and ridiculous they are in North Carolina schools.

A few weeks ago I found in one of my educational journals the following:

“LESSON ON THE SENSES”—SO-CALLED.

SEEING.

TEACHER—What have I in my hand? Child—You have a box. T.—How do you know? C.—I see it. T.—Tell me something about it. C.—It is a blue box. It is pretty. T.—How did you find out? C.—We looked at it. We found out by seeing. (In concert). We find out some things by *seeing*.



## HEARING.

T. (puts her hand in the cupboard and rings a bell)—Now, who can tell what I have in my hand? C.—You have a bell. T.—How do you know? Did you see it? C.—No, but we heard it. T.—Shut your eyes. What did I do now? C.—You walked across the room. T.—How did you find out? C.—We listened. We heard you. (Concert). We find out some things by *hearing*.

## SMELLING.

T.—May, Eva, Nellie, come and stand here. Alma, Sadie, Ida, stand behind them and put your hands over their eyes. (Teacher holds a bottle under May's nose). Now, May, can you tell what is in my hand? C.—It's perfumery. T.—Did you see it? Did you hear it? C.—No, I smelled it. (Similarly Eva and Nellie find out that T. has an onion and camphor). (Concert). Some things we find out by *smelling*.

## TASTING.

T. (holding up two glasses)—What have I now? C.—You have two glasses of sugar. Second C.—I think it's salt. T.—Who can find out which is right? Fred may try. Fred (tasting)—This is sugar, and that is salt. T.—How did you find out? Fred—I tasted them. (Concert). We find out some things by *tasting*.

## FEELING.

TEACHER—I wonder who can find out what is in my pocket? Flossie may see if she can find out without looking. Flossie—You have a knife in your pocket. T.—How can you tell? Flossie—When I put in my hand I can feel it. I can feel a purse and a marble, too. (Concert). We find out some things by *feeling*. (Concert). We find out some things by *seeing*, *hearing*, *smelling*, *tasting* and *feeling*.

I am glad that the author's name is not given, also that the city of its nationality and the columns of its original publication are unknown, because I do not remember ever to have seen so much nonsense and chaff embodied in so little space. And it is called a "lesson"!

A teacher who would use such stuff as this and call it *teaching* I would expect to see hopping around the school-room to teach the word "jump," or stretched upon the floor like a corpse to make a child understand the word "sleep" who had been spending about half of its life in sleep since its birth, or shinning up a pole to teach the word "climb," or whittling a stick to show the meaning of the word "cut," or—but I will go no further.

And yet there are teachers who will continue to waste the early and most valuable school days of a child's life in trying to explain to a child, by such nonsense as this, what it already knows as well if not a great deal better than the teacher who talks to it in the way above illustrated.

Oh, teacher! it may be proper to talk idiotic to an idiot, but don't, for the love of the noble work in which you are engaged, talk anything but sense to a sensible child, and don't make a jumping-jack or a clown of yourself when dealing with a thinking, human mind.

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### ANOTHER YEAR.

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I know not what the year may bring,  
Nor know I what the year may take,  
But take or bring whate'er it may,  
I know that there can come no day  
In which I may not trust and sing,  
"The Lord, my soul, will not forsake."

So will I start the year with song,  
And bless God's name from day to day;  
Sing when the sky is clear and bright,  
Sing 'mid the darkness of the night;  
Through all I will His praise prolong,  
And praising pass from earth away.

—*New York Observer.*



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., } EDITORS, CHAPEL HILL, N. C.  
E. ALEXANDER, PH. D., }

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## THE ANALYSIS AND PARSING OF SENTENCES.

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READ BEFORE THE NORTH CAROLINA CLASSICAL ASSO-  
CIATION, MOREHEAD CITY, N. C., JUNE, 1889.

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BY JAMES H. HORNER, A. M., PRINCIPAL OF THE HORNER SCHOOL.

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Our honored and honorable President has fitted up for his guests a sort of Procrustean bed, just fifteen minutes long, which at the equator is expanded by the heat to just fifteen miles, and at the poles is contracted by the cold to only fifteen inches—so that the length of a discourse depends very much upon the temperature.

If the guest is too long he chops him off; if too short, he stretches him out. I fear that *seeming* to be too long I may be decapitated without even a trial. But I would rather have my neck severed than stretched. But in order that I may, if possible, avoid either fate, I will confine myself closely to my manuscript.

The subject upon which I am to talk is not the one of my own choice. It has been assigned to me by the same able and amiable but somewhat arbitrary officer.

But I considered it, however, to be a marked and unmerited honor to be selected or privileged to talk before this assemblage of North Carolina teachers upon any subject, and I very readily accepted the appointment, as I was in duty bound to do; for obedience to constituted authorities, within the limits of their authority, is incumbent upon every one.

And I am reminded, by the relation now subsisting between our distinguished President and myself of the great mutability of human affairs. The time has been when the now ruler was an obedient subject. Our President, whose superior wisdom and power and worth I now readily acknowledge, was once a docile pupil. He has learned to rule by having first learned to obey.

He has given me for my subject the Analysis of Sentences—a subject with which I ought to be familiar, as it constitutes the burden of my instruction in the school-room.

But limited as I am to fifteen minutes, *Possum tantum sequi summa fastigia*, I can only give an outline of the subject and of my methods.

In 1839, just fifty years ago, I became a student in the famous school of William I. Bingham, who was regarded then, and is still regarded by those who knew him, as the greatest educator this country or any country has ever produced. I remember well his style of teaching Latin.

Setting out as a teacher, with his methods in almost every particular, I have been all the time striving to improve upon them; but when I look at the results I am led to doubt whether I have, in any measure, succeeded.

He certainly did greatly excel me, and I believe all other teachers, in making good scholars out of inferior material. No skill is required to lead an animal to water, but only a master can make the unwilling imbibe. The elder Bingham rarely ever failed. He made the unwilling willing. When one method failed he would resort to another; but the one upon which he mainly relied was the rod—this was always freely applied without regard to age, size or previous condition. He feared to encounter no boy, however stout, nor man either; his courage and resolution in this particular was often put to the test, but he never failed to come out the victor in all his conflicts not only with stout and stubborn boys, but also often with their stouter and more stubborn fathers. He was a man of great physical strength and activity—he was not by any means a large man—not so tall or so heavy as his son, Major Bingham, but he was never overmatched in fight in his many conflicts with his boys and with men. While he was a man of unflinching courage he had also an inflexible will—"As soon from its base the solid rock would fly" as he would abandon any purpose deliberately formed. He was the first to elevate the standard of classical scholarship in North Carolina; and education in this State is perhaps more indebted to him than to any other single man. His mantle has fallen upon worthy shoulders, as the unparalleled success of the Bingham School abundantly proves.

Mr. Bingham's method in Latin was first to make his pupils *perfectly* familiar with all the forms and rules of Latin Grammar—Adams's was the one then used in his school. Bullions's series came out about this time and superseded Adams's; later, Andrews and Stoddard's, and later still, Bingham's—which has been recently revised and seriously damaged by McCabe, just as Andrews' Latin Grammar has been ruined by Professor Preble's revisal. The pupil was drilled until he could decline readily any noun, adjective or pronoun with every important exception; repeat all the rules of syntax by number with one example, at least, under each rule. So thorough was his work here his pupils only needed to know the meaning of a Latin word to enable them to translate and parse it according to prescribed forms. In translating, each Latin word was called and properly rendered: *Omnis Gallia*, all Gaul; *divisa est*, is divided; *in tres partes*, into three parts; *arma*, of wars; *virumque*, and a hero; *cano*,



I sing, etc. Then came the parsing, word by word, until every word translated was disposed of.

Very little, if anything, was said about the subject and predicate, as such, and their modifiers; there was no analysis of sentences; nothing was said about the elements, their different forms and offices in the construction of sentences. And pretty much the same method prevailed at our University, so that there was very little gained in scholarship by the student's collegiate course—his vocabulary was enlarged, and that was about all. The faculty seemed to think that it was their business to measure the relative standing of students, not to instruct them.

We believe great improvements have been made in these old methods, and yet I am pretty sure that the Bingham boys of that day were made better and more thorough Latin scholars than the Bingham or Horner boys of this day.

But I must return to my subject, the Analysis of Sentences, and in trying to be brief and didactic I fear I shall fail to interest teachers with matter more fitted for the school-room of plodding school-boys than for this literary hall, made fragrant by the beautiful flowers so lavishly showered upon us by the polished and refined and elegant scholars who have preceded me. You have had the roses, you must now submit to the thorns. The refreshing breezes of the summer are past. I will make the blasting blasts of barren winter as brief as I can.

Before taking up Latin sentences as a whole it is my plan, in accordance with that of the elder Bingham, to make the pupil familiar with the parts of speech and their inflections. He is instructed to say or rather to know that the words of the Latin or of any other language may be conveniently divided into seven parts, of which five may be called parts of speech, and the other two prepositions and conjunctions, particles of speech. The interjection, being only introduced to express sudden passion or emotion, and having no influence upon the construction of sentences in discourse, is entirely disregarded.

The adverb, in most grammars, is also classed as a particle of speech, for no sufficient reason as far as I can see. In English the adjective, as well as the adverb, is without inflection. Why not, therefore, call also the adjective a particle? The adjective is used to qualify or limit the meaning of nouns and pronouns only, while the adverb may modify verbs, adjectives and adverbs, and often even also nouns—four of the five parts of speech—and the adjectives but two.

The adverb ought to rank in importance with that of the verb and noun. It has never received at the hands of our grammarians that consideration to which its usefulness, in modifying and ornamenting our thoughts, entitles it.

Professor Gildersleeve, perhaps the greatest living linguist, makes it only a crippled and maimed member of the family of words. He defines it to be an oblique case, or the mutilated form of an oblique case of some adjective.

In a brief review of his Latin Grammar I once asked the learned author of that excellent school book of what adjective was "*sæpe*," often the oblique case. The great linguist, if he ever saw, never condescended to notice my criticism. Perhaps our able President, or our learned and acute Dr. Hume, can give me a satisfactory answer.

The fact is Professor Gildersleeve, like most other great men, is too oracular, and in this way often deceives both himself and others by his absolute utterances.

In confirmation of this fact I will mention a recent oracular utterance by the great Dr. Currie at the great Centennial of our great University.

In response to the Peabody Toast, this truly great man said, in his peculiarly impressive and oracular style, that there was one truth, a truth important and vital to the Southern people; that truth was, "that we must either raise the negro up to our level, by educating him, or else it would follow inevitably that the negro would pull us down to his level." This is not a truth, self-evident or demonstrable. Its refutation by facts would be easy. The poor, ignorant and miserable class of English laborers, a class in a much more degraded condition than that of the Southern negro, has not pulled down, during the long ages of English greatness, the high classes of English society. And during the time of Southern slavery there was no deterioration in the dominant class of our Southern society. The Southern gentleman and slave-holder was always the peer, and more than the peer on the floor of Congress and elsewhere, of the best men of the North.

Notwithstanding, therefore, this vile treatment of the adverb by the distinguished and learned philologist of Johns Hopkins, I shall continue to put the adverb among the five great parts of speech, and shall define it to be not a mutilated something, but that part of speech which modifies verbs, adjectives and adverbs, by expressing time, place, cause, manner or degree. The latter part of this definition has been improperly omitted in all our grammars—*improperly*, for without it the definition would apply equally to the noun when made the object of a verb. I attach much importance to accuracy of definitions, especially of technical terms.

Our first part of speech, the noun, has nowhere been accurately defined. Bingham's Grammar comes the nearest, "That the noun is the name of a *thing*"; but a *thing* is an object and does not include the abstract noun. I would define "the noun to be the name of something," and divide all nouns into concrete and abstract, the concrete noun being the name of an object, and an abstract noun the name of a quality, action or other attribute.

There are fewer pronouns in every language than of any other part of speech, and yet the pronoun with words derived therefrom gives to philologists and students more trouble and perplexity than any other of the parts of speech. I will not repeat the classes into which the pronoun should be divided, but a student with me is never allowed to call it simply



a pronoun. He must always say what sort of a pronoun, a personal pronoun, a relative pronoun, an interrogative pronoun, an intensive pronoun, a reflexive pronoun, etc., according to a proper classification of the pronouns. The grammars are all more or less defective in their treatment of the pronoun; for instance, in English we are told that "myself, thyself, himself, herself, itself, with their plurals, ourselves, yourselves, themselves," are compound personal pronouns, with only the nominative and objective cases; when in fact, as intensive pronouns, they have no case any more than the adjective, and as reflexive pronouns they have only the objective case.

The verb has received, as it deserves, better recognition than any other part of speech. Professor Gildersleeve devotes sixty-nine pages of his grammar to the etymology of the verb, and only thirty-nine to all the other parts and particles of speech, the verb having almost twice the space of all the others together. And in direct contradiction of his own maxim, in the preface to his grammar, "Maximum of forms, minimum of syntax," his grammar contains two hundred and twenty pages of syntax and only one hundred and eight of etymology. And while going into the etymology of the verb so fully he nowhere gives us any definition of this great part of speech. And while impliedly dividing verbs into three classes, the copula, copulative, and attributive verbs, and after properly defining the office of the copula to be that of simply joining the subject and attribute, he in a note repudiates this division of the verb into three classes, and his own definition of the copula, by telling us that strictly speaking the copula is an attributive verb, because in some of its uses it does express *existence*, as in the example he gives us, *Deus est*, and hence he concludes that it always does express existence, and that it must therefore be either an attributive verb, or, if not, at least a copulative verb. Now when we read the sentence, *Puella est in horto*, the idea of existence never enters the mind of the reader, as it never did that of the writer. There is this paradox in the copula, that it is at the same time, in every language, the greatest and the least of all words; for while it has in itself no meaning at all, yet without it, singly or when combined, as it is with all attributive and copulative verbs, we can neither think nor express the simplest thought. So every language has one copula and but one. It is simply a *sign of affirmation*, nothing more, nothing less.

And while speaking of the copula, is it not remarkable that in all our Latin Grammars and Lexicons the copula *Sum* is always conjugated without the supine *futum*? We are told that a Latin verb is conjugated by giving its four principal parts, viz.: The present indicative, the present infinitive, the perfect indicative, and the supine. The present infinitive is given only to indicate the conjugation, but the other three parts are given to furnish the three stems upon which all the parts of the verb are formed; now we know that the supine furnishes the stem upon which many nouns

and adjectives are formed, and upon which four parts of the verb are formed, viz.: The future active and perfect passive participles and the two supines. Now, if in conjugating a Latin verb the supine is given of only those verbs of which a supine is found in Latin authors then the supines of more than nine-tenths of the Latin verbs would be omitted. Suppose, then, I ask a pupil to form the future participle of the copula *Sum*, *futurus*, should he not be able to form it just as the future active participles of all Latin verbs are formed, by adding *urus* to the supine stem?

The fact is no Latin grammarian seems ever to have reflected upon the reason for conjugating a Latin verb by giving its four principal parts. There are many other defects in Gildersleeve's etymology, which it is to be hoped will be corrected in some future edition of that excellent and valuable book; and I refer now only to Gildersleeve, because he is acknowledged, I believe, to be the greatest living linguist, and because his grammar is regarded everywhere as one of the very best we have for advanced students. For elementary school work we have other more suitable grammars.

After the student has become well acquainted with the etymology of a language he should enter upon the study of the structure of sentences. Every sentence expresses a thought, a sentence is a thought expressed in words, and consists of a subject and predicate and their modifiers of the first and second class.

When I speak of a sentence I mean a simple sentence, whether dependent or independent.

In a sentence there may be five elements, two principal and three subordinate.

The subordinate elements are divided into three classes, called according to their form elements of first, second or third class; an element of the first class being a single word; of the second, a preposition with its case; and of the third, a dependent sentence. These classes are usually termed words, phrases and clauses. These subordinate elements, whether of the first, second or third class, are of three kinds, called according to the office they perform in the sentence the adjective, the objective or substantive, and the adverbial elements.

The two principal elements, without which a thought cannot be expressed, are the subject and predicate, the subject being that of which something is said or declared, and the predicate that which is said or declared.

The subject is always a noun, or a pronoun, or something else that stands for a noun. The predicate is always an attributive verb, or the copula and a noun, or the copula and an adjective, or sometimes the copula and an adverb.

The subject and predicate form the skeleton of the sentence. The three modifying or subordinate elements give to it flesh and blood, life and animation, ornament and beauty.



That which modifies the subject or the noun and the pronoun in any of their relations is called the adjective element, because it performs the office of an adjective, and it always answers the question *what* or *what sort* with the noun it qualifies.

The solution of all questions of difficulty, in moral or mathematical reasoning, is always made easy to the inquirer, if he will ask himself appropriate questions. The old saying that a *fool* may ask questions, but that it requires a wise man to *answer* them, should be reversed, for the truth is it takes a wise man to ask appropriate questions, any fool can answer them. And this process is always pursued, either consciously or unconsciously, by every rational and inquiring mind. If an erroneous conclusion is reached it will be found to arise from a failure to ask appropriate questions.

The school-teacher, if competent to instruct, can always make the pupil solve for himself the most difficult problems by simply putting to him suitable questions. How often is a difficulty removed from the path of the student by his teacher's asking him a simple question! This is better than solving the difficulty for him, for he is made to believe that he has himself solved the problem, thereby giving him courage and confidence in his further efforts.

It is therefore a very successful plan to accustom the student to reach the thoughts and meaning of a writer by analyzing his sentences. This is especially true and necessary in translating any transpositive language, as Latin or Greek, into our modern analogous languages.

Suppose we find the predicate of a sentence (which is easily done by its form) and wish to find the subject, which is sometimes a little obscured by its position and form, we have only to ask ourselves the question, *who* or *what* with the predicate. The predicate answers the question, what the subject is, or what the subject does, or what is done to the subject.

In English the noun which an attributive adjective element limits or qualifies is generally known by its position, either immediately before or immediately after the noun it qualifies, but in the transpositive languages the position of the adjective does not determine its noun, but the form of the adjective. It is for this reason that the transpositive or inflexive languages have greatly the advantage of our modern languages, which have so few inflections. In Latin a modifying element may by its position modify two or more words at the same time, giving to a sentence a double meaning, and making it equivalent to two or more sentences. Great beauty and force are often exhibited in Latin and Greek authors by their skillful collocation of words—giving a beauty and force that cannot be expressed by English writers and speakers.

The objective and adverbial elements, whether of the first, second or third class, modify the predicate, or the verb, adjective and adverb in any of their relations.

The objective element, when it modifies a verb, may be either a direct, indirect or remote object.

The direct object answers the question *whom* or *what* with the subject and predicate; the indirect object answers *to whom* or *to what*, *for whom* or *for what*, and the remote object *about whom* or *about what*, or sometimes with, from, in or by whom or what.

The adverbial element, like the simple adverb, modifies a verb, adjective or adverb, and expresses time, place, cause, manner or degree.

Now it may be remarked that as all adjectives are adjective elements, but not *vice versa* are all adjective elements adjectives; so in like manner all adverbs, of course, are adverbial elements, but not *vice versa* are all adverbial elements adverbs.

When the adverbial element expresses time, it answers the question, when, how long or how often, with the word it modifies, when it denotes place, it answers where, whither or whence; when it denotes cause, it answers why or wherefore; when it denotes manner, it answers how, and when degree, how much. And it may be remarked here again, that adverbs and adverbial elements, especially those of time and place, may sometimes, like adjectives, qualify or limit the meaning of nouns.

A period may be expressed either by a *simple sentence*, a *complex sentence* or a *compound sentence*.

A simple sentence, as has been already said, is a thought expressed in words, and consists of a subject and predicate, and their modifiers of the first and second class.

A complex sentence is one modified by one or more other sentences joined to it by subordinate conjunctions, which are conjunctive adverbs.

A compound sentence consists of two or more simple or complex sentences, joined together by co-ordinate conjunctions, which are either copulative, disjunctive, adversative, illative or explanatory.

Sentences, whether simple, complex or compound, may be either dependent or independent. A dependent sentence, when not a substantive sentence used as subject, is one which modifies another sentence, or some word or phrase in it.

An independent sentence is one which does not modify another sentence or any word or phrase in it.

Dependent sentences, or clauses, or elements of the third class, like elements of the first and second class, are either substantive sentences, adjective sentences, or adverbial sentences.

Substantive sentences, like substantives, are either subjects or objects of a verb; as objects they are either direct or indirect objects. When indirect objects, they answer the question *for what*, and then are usually called *final sentences*.

An adjective sentence is one introduced by the relative pronoun *qui*, *quæ*, *quod*, who, which, that.

An adverbial sentence is one introduced by an adverbial conjunction of time, place, cause, manner or degree; and, like the adverb, modifies some verb, adjective or adverb in the sentence to which it is joined by a subordinate connective.



These dependent sentences, being subordinate elements of the third class, answer the same questions as like elements of the first and second class.

Prepositions and conjunctions, being only connectives, are called the two particles or small parts of speech. They serve to connect the words, phrases and clauses in discourse.

Prepositions are always subordinate connectives, and serve to connect a noun or pronoun to some other word as a modifier of it.

Conjunctions are either co-ordinate or subordinate connectives. As co-ordinate connectives they connect words, phrases and sentences which are of equal rank and independent of each other. When subordinate they connect a word or sentence to some other word or sentence as a modifier of it.

An independent sentence is usually incorrectly defined to be a sentence that makes complete sense by itself. Omit the connective and a dependent sentence in like manner makes complete sense by itself. And an independent sentence when joined to another by a co-ordinate conjunction, as it does in a compound independent sentence, does not with its connective make complete sense any more than does a dependent sentence with its connective. For instance, take the complex sentence, "When the sun rises, darkness flees away." Now omit the connective "when," and the dependent sentence, "The sun rises," makes as complete sense as the independent sentence, "darkness flees away." Make this complex sentence a compound sentence, and say, "The sun rises and darkness flees away"; the independent sentence, "and darkness flees away," would hardly be complete without the sentence to which it is joined. "And darkness flees away"? We naturally inquire what else, for the *and* implies that there is something more.

I have now, Mr. President, finished the task you assigned me in as brief a style as I could.

But I cannot close without calling the attention of our teachers to the innovations in our schemes of study, which are threatening to impair, if not destroy, that equilibrium in the courses of study which formerly prevailed in our schools and colleges, between the study of languages and that of mathematics and the natural sciences.

Formerly the study of the languages in all our high schools and colleges was the leading study. Now the time devoted to Latin and Greek has been greatly curtailed to make room for the growing importance assigned to the natural sciences. What languages have lost the natural sciences have gained.

But language is the most important of all studies and should, in no respect, be made subordinate, in importance, to any other.

For without language, or some substitute therefor, we cannot think, much less express a thought.

For language is the instrument with which we think, as well as the means by which we communicate our thoughts—“*It is the gift of God.*”

The power of articulate speech is the peculiar and distinguishing characteristic of man, and man may be defined to be the animal that talks. Man, therefore, is the only rational animal, because he is the only animal that can talk; and the better acquainted he is made with language the better able is he to think and to reason aright, and thus become what he was designed to be, the noblest work of God. For not the outward appearance nor the moral character constitutes the man. A man's thoughts *do not make* the man, *they are the man*. If his thoughts are feeble the man is mentally feeble, if his thoughts are corrupt he is corrupt, if his thoughts are high and noble the man is noble. He is just what his thoughts are. His thoughts make him happy or miserable, intellectual or stupid.

In reading with profit, we should give little attention to the words of an author, we should aim to get his thoughts, to read his thoughts, not his words. When a student has made himself familiar with all the different kinds of sentences, and the office each performs in discourse, how admirably qualified is he to read rapidly and understand thoroughly the arguments of an author. After one has acquired this power of reading thoughts by glancing at the sentences which express the thoughts he will read a book almost as fast as he can deliberately and slowly turn the leaves. This was John Randolph's style of reading, as I have been told by one who knew him intimately.

It will be found to be true, I think, that only writers and speakers ever become truly great. The great leaders of men have been only those who have become great orators or great writers.

The test of a great man is his power to make a great speech or to write a great discourse. How often it is the case that when we have listened to a great speech we all, the high and the low, the learned and the illiterate, at once pronounce the speaker to be a smart man. He needs to furnish no other evidence. And if on the other hand he makes a failure, we pronounce him a fool. The large crowds that throng our commencements form their opinion of the talents of the youthful orators from the character of their graduating speeches. Other men may become eminent in the narrow limits of some chosen profession, but to become truly great a man must read connected thoughts, write connected thoughts and speak connected thoughts.

The idle, disjointed reveries of our silent thinkers contribute little towards making them wise; and conversational speech is little better. Continuous and connected thoughts, read, written or spoken, are essential to render men wise and great.

Having, then, by reading much acquired much knowledge, and having by writing and talking much acquired the art of readily expressing his thoughts growing out of this knowledge, the scholar is qualified for the various learned degrees conferred only on the learned and great.



He may now dispense with reading and devote himself exclusively to the work of teaching. He now thinks books, which is easier and more useful to himself and others than reading books. He has now reached the highest type of man and become emphatically the talking animal.

One word more, as the phrase is with tiresome speakers, and I am done.

All other things being equal, we should select teachers in our schools and colleges from North Carolinians, or at least from the *alumni* of North Carolina colleges. This rule should be departed from only in cases where we discover a scholar of extraordinary talents and merit. It sometimes happens, as in the case of a few men who have been with us during this session of our Assembly, that we find men too great to be the product of any single State—to give birth to such men requires the combined efforts of several States. In rare cases of this sort we may go outside, as we have wisely done, to avail ourselves of the services of men of such extraordinary talents and genius.

I was once called upon in a reading club to criticise the performance of the readers. One young man read with the air and manner of a master a selected piece from a well-known poet. He read the selection in the common sing-song style, with little reference to the sense and spirit of the author; and in my criticism I simply remarked that the gentleman had read the piece too much like poetry. He gravely responded by informing me and the club that the piece he had read *was* poetry.

Dr. Hume has read to us some prose that sounded so much like poetry, by his inimitable style of reading, that if I had been called upon to criticise his reading I should have said that he read his pieces too much like prose. As Midas converted everything he touched into gold, so Dr. Hume by his splendid genius and voice and manner converts, by his style of reading, the dullest prose into the finest poetry.

Mr. President, I will close my didactic essay, which, in my style, has sounded like very dull prose (in Dr. Hume's style it would have been received as very fine poetry), by expressing the fear that some of your speakers have put the qualifications of the teacher on too high a plane. Some of us, I fear, may be discouraged, despairing of ever being able to reach the high standard insisted upon and illustrated by Dr. Hume and others.

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## HOLIDAY BOOKS FOR CLASSICAL TEACHERS.

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Among the many beautiful holiday books offered by publishers this year there are three of especial interest to classical teachers and classical pupils. They are the "Marble Faun," the "Wonder Book" and "Tanglewood Tales," all by Hawthorne, and all published by Houghton, Mifflin & Co., Boston. There is no English writer that has displayed more sympathy

with classical mythology than our own Hawthorne; and these three books would give him enduring fame if he had written nothing else. The "Marble Faun" is a story whose scene is in Rome, and it contains some pretty incidents of love, romance and adventure. But its great charm is the spirit of classical life that breathes from its pages and carries us back to the days of Horace and Virgil and Ovid. Having seen and studied and enjoyed many times the statue of the faun by Praxatiles, I may be pardoned for saying that Hawthorne's story gives as powerful a conception of that strange animal existence as does the statue by the great Greek artist. Messrs. Houghton, Mifflin & Co. have just issued an edition in two volumes of the "Marble Faun," well illustrated with photogravure pictures and the chief scenes and art masterpieces described therein, the "Dying Gladiator," the "Beatrice," the "Venus de Medici," the "Catacombs," the "Coliseum," etc., etc., etc., and represented by beautiful photographs; and the two volumes contain now not only the best delineation of the classical conception of the faun, that half-man, half-animal creature which may be said to represent the mystical Darwinian ancestor, but also furnish admirable views of the great art masterpieces of Italy. The "Wonder Book" and the "Tanglewood Tales" contain the chief Greek myths, narrated in a simple, tender and yet most instructive style. They are as charming as any fairy stories, and will be enjoyed by children of seven years, while at the same time they are so far from puerility that even the best classical scholars may get from them a near insight into some phases of classical mythology. The "Pygmies," the "Golden Tomb," the "Argonauts," the "Golden Apples of the Hesperides," the "Pomegranate Seeds," indeed all the stories are charming and inimitable. These volumes are also nicely and profusely illustrated. Any of these books would make a pretty holiday present, and we would be glad to see them in the library of every school in North Carolina.

*Bulfinch's Mythology.*

It is a mistake to suppose that classical mythology is an uninteresting or an unprofitable study. Senator M. W. Ransom once charmed a North Carolina audience at a political gathering by narrating for a quarter of an hour one of the classical myths. The audience was not educated in classical mythology and knew nothing of the myth except that it was told most delightfully by the eloquent Senator and that it touched their hearts. One of the best and most interesting popular versions of mythology is that by Thomas Bulfinch, published by DeWolfe, Fiske & Co., Boston, in three volumes.

1. *The Age of Fable*—This contains all the mythological stories of the Greeks and Romans, with some sketches of the mythology of India, Scandinavia and Ancient Britain. The stories are all told in an interesting way, and there are frequent quotations from the English poets, which serve not only to illustrate the myth, but also to show its influence on modern thought and culture. Many faithful illustrations also add to the charm of the stories.



2. *The Legends of Charlemagne*—This is a most entertaining volume of myths of the Middle Ages.

3. *The Age of Chivalry*—This volume contains the English mythology relating to King Arthur and his Knights, and also some of the stories and ballads relating to King Richard the Lion-hearted, Robin Hood and the Black Prince. The three volumes are all interesting and very instructive, and they should form a part of the reading of every well educated boy or girl.

G. T. W.

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### A LATIN PERIODICAL.

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Alongside of the Volapuk enthusiasts there are a few men in this country, as well as in Europe, who are working to reinstate Latin as the language of science, if not of general communication between the nations of the world. These may be encouraged to learn that a periodical, written in chaste and elegant Latin, has recently appeared in Aquila degli Abruzzi, in Italy. It is edited by Carlo A. Ulrichs, a young Latin scholar of considerable reputation, and is published semi-monthly. Six numbers have already appeared, and the editor announces that the subscription list is increasing in a very satisfactory manner, and contains the names of many scholars in Europe and America. The name of the periodical is *Alaudæ* (Larks). It is a purely secular journal, being filled with poems, stories, anecdotes, jokes and news. An effort is being made, it is said, to establish a medical journal in Latin, but the success of such an undertaking would seem to be very problematical [in view of the state of professional education].—*Medical Journal*.

# IN THE SCHOOL-ROOM.

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## HOW ABOUT THIS?

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One-third of twelve if you divide  
By just one-fifth of seven,  
The true result—which has been tried,  
Is sure to be *eleven*.

[To the first boy or girl under fifteen years of age who will send us a correct solution to this mathematical puzzle we will give a year's subscription to THE NORTH CAROLINA TEACHER. State that the problem was solved without assistance.—EDITOR.]

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## THINGS A BOY SHOULD LEARN.

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To build a fire scientifically;  
To fill the wood-box every night;  
To shut doors in the summer to keep the flies out;  
To shut the doors without slamming;  
To shut them in winter to keep the cold out;  
To do errands promptly and cheerfully;  
To get ready to go away without the united efforts of mother and sisters;  
To be gentle to his little sister;  
To wash dishes and make his bed when necessary;  
To sew on a button and darn a stocking;  
To be kind to all animals;  
To have a dog if possible, and make a companion of him;  
To ride, row, shoot and swim;  
To be manly and courageous;  
To let cigarettes alone.



CULTIVATE PUPILS' AFFECTION.

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A whole-souled, hearty boy on the play-ground of a well-known school was heard to say of his teacher to a visitor :

"I know he's the teacher, but out here he's one of us." And what well-meaning teacher does not envy that teacher his standing as "one of the boys" of the school!

It requires a tact whose value is beyond measure to be able to win and retain the affection of your pupils. By this means every individual pupil is placed in a state of willingness to be taught. Recall one by one the distinguished educators of the past, in our own country and abroad, and see if there was a single one who was not on terms of intimacy with his pupils. Now, the secret of this good-fellowship is no great mystery. It need not be established by mingling with the boys on the play-ground, or participating in their sports, but the class-room is above all others the very place for it.

Don't be dictatorial towards them, nor revengeful, nor too exacting. Grant reasonable requests, forgive pardonable failures and shortcomings—give them some "line" and don't be too great a stickler for order. Acknowledge your own mistakes when you make them, and when you don't know anything, say you don't. Here is where a child's imitative faculty catches hold, and you therefore teach thereby a fine lesson in morals.

A certain teacher who was alive to these influences called to a pupil and said good-humoredly: "Ed, come up and help me with these examples if you have time. I've a deal of work on hand and I wish you would help me out." Here was an expression of some dependence counter to the usual direction. A teacher can "come down" enough to be "one of the pupils" and still maintain his importance and dignity.—*School Journal*.

RECITATION FOR A VERY LITTLE BOY.

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It's very hard, kind friends, for me,  
To stand up here with trembling knee,  
And see so many people's eyes  
Cast on a boy of my small size;  
But, then, I thought I'd take my place,  
And, soldier-like, the music face;  
I've tried my hardest to please you;  
You may believe me, this is true;  
Your kind attention (ere we part)  
I thank you for with all my heart.  
(Places hand on heart; bows to audience).

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SCHOOL-ROOM HINTS.

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Make every lesson practical.

Encourage pupils to tell what they have read.

Trouble and ignorance come from lack of knowledge.

Have pupils tell "why" and "wherefore" in arithmetic.

Have substance of reading lessons given orally by pupils.

Insist on having proper order before proceeding to work.

Write words on board and have pupils use them in sentences.

Ignorance on the part of the teacher should be promptly acknowledged.

Don't give your pupils long lessons on morality. Short sermons are best.

Attend carefully to the light, ventilation and temperature of your school-room.



Select several pupils occasionally to bring in lists of words for a spelling exercise.

You will gain nothing by endeavoring to establish the very doubtful fact that you are perfect.

Write on board names of places, etc., from geography and history, and have pupils locate and describe.

Never threaten. Seldom scold. Refuse firmly. Consent cordially. Seldom find fault. Commend often. Do not hurry. Do not worry. Avoid sarcasm.

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## SOMETHING NEW IN ARITHMETIC.

BY P. F. WILKINSON.

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Now, let us square a few numbers to show the method of performing the operation: Say we square 48. Take 48 from 50, equals 2. Square 2, equals 4. Now, this gives the units and tens figures of the product. Take the 2 you secured by subtracting, and subtract the 2 from 25, equals 23. This gives us the figures for hundreds place; hence the square is 2304. Take 46 from 50, equals 4. Square 4, equals 16. Take 4 from 25, equals 21. Then the square of 46 is 2116. Any number under 50 can be squared in this way. The numbers between 50 and 100 are squared as follows: Let us take 88 from 100, equals 12. Square 12, equals 144. 44 gives you the units and tens figures of the product. Take 12 from 88, equals 76. Add 1 we had in 144 to 76, equals 77. Then the square of 88 is 7744. Square 92. Take 92 from 100, equals 8. Square 8, equals 64. Take 8 from 92, equals 84. The square of 92 is 8464. If space would permit we might give several more shortcuts or lightning methods, as some persons choose to call them.—*Home, College and Commerce.*

# EDITORIAL.

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## OUR EDUCATIONAL CAPITAL.

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It seems that besides being our capital city, Raleigh is destined to be the great educational centre of our State. This is as it should be, and we are sure that it is a matter of pride to every North Carolinian that his State capital should be the centre of our educational systems and facilities. Whatever advantages Raleigh may be able to offer in the number and character of her schools are indirectly enjoyed by the State at large; in fact, the benefits are felt by our whole school system. There are now in Raleigh two of the finest schools for girls to be found in the South—Peace Institute and St. Mary's School; one of the most eminently successful preparatory schools for boys—Raleigh Male Academy; four excellent private primary schools; a good system of public schools each for white and for colored children; four first-class high grade private institutions for the colored race—St. Augustine Normal School, Estey Seminary, Shaw University and Leonard Medical College; an excellent State industrial institution—the Agricultural and Mechanical College. Besides these institutions the Methodist Conference has just voted to remove Trinity College to Raleigh, and in the near future there will be established at the capital the Baptist University for girls, and arrangements are now being perfected for the establishment here also of the North Carolina Commercial College. With these excellent institutions at the centre, and a general prosperity attending all others throughout the State, surely the people of North Carolina have reason to be both hopeful and proud of our educational outlook.



SHOE-PEGS, splints, peas, etc., are worthless to the teacher who has a blackboard and knows how to use it.

THE PRESENT Congress of the United States has a splendid opportunity to make a most timely and acceptable Christmas present to the people of the nation—the “Blair money” for public schools.

IT IS A matter of information, also of gratification, to say that the colored people of our State are largely supporting their public schools by their own taxes, they paying about half of all the money they receive from the public school fund.

SOME TEACHERS mistake *experimental* education for *progressive* education. They never originate an idea or method, but they are running over with the schemes and hobbies of various countries on the globe. Do not be deceived, teachers.

SOME FOREIGNER has said of North Carolina, by way of reproach and slur, that we believe “everything in North Carolina is best because it’s her’n.” He unintentionally spoke the truth. The people may say of him, however, that he is one of those imported teachers who believe that “everything furrin is best because it’s ther’n.”

FOR EACH friend of education,  
For each teacher in our nation,  
For each pupil, boy or maiden,  
May these Christmas times be laden  
With joys which Heaven has in store,  
Greater than any sent before.

THE SECRETARY has presented to the Teachers’ Assembly a fine life-size portrait of Hon. Jefferson Davis, President of the late Confederate States of America. To the picture is attached the autograph letter of Mr. Davis in reply to the invitation of the Secretary to visit the teachers in their annual gathering at Morehead City. This

portrait will be hung in the Assembly hall among the group of pictures of distinguished men which the organization is collecting.

A PRIVATE letter from our contributor, "Public School Teacher," informs us that articles will be furnished for THE TEACHER upon the various hobbies and crazes of the times—"Devices," "Phonics," Language Work," "Mud-moulding," "Slojd," "Object Teaching" and "Shoe-pegs, Splints and Peas." The correspondent is a practical teacher, of much experience and careful observation, and is thoroughly competent to discuss these subjects, and something interesting and thoughtful may be expected in the promised articles. The pages of THE TEACHER are freely open for replies by any teacher.

HOW MANY North Carolina teachers would like to make a ten-day trip to New Orleans at the time of the Mardi Gras, 15th of February? The visit to include Atlanta, Montgomery, Mobile, Pensacola and New Orleans; fare to be first-class, and the total expense not to be over fifty dollars. The extreme south is the most interesting portion of our country and we think such a trip would be of vast benefit, as well as pleasure, to teachers. Let us hear from you at once in the matter. The ten days taken from school could be added to the close of the term, so there would be no loss of time to teacher or patrons.

THE GREATEST public need in North Carolina is not only for "more public schools," but *better* public schools. The people want less fancy guess-work in teaching and more honest and faithful hard work; less theorizing in teaching and more common sense; less arraignment of the teachers and more encouragement and appreciation of them; less talk about taxation, but more salary from the money now in hand for the true and patient men and women who are training the boys and girls of our State. We all want



improvement all along the line, but don't let us waste time and opportunity by uselessly trying to improve at the wrong end of the line.

THE EDITOR has just returned from a most interesting trip to New Orleans. In company with Governor Fowle he attended the funeral of Hon. Jefferson Davis, President of the Southern Confederacy. The occasion was one of the grandest demonstrations ever witnessed on this continent, and it gave undoubted evidence of the profound love and veneration which the people of the South cherished for Mr. Davis, the greatest statesman and patriot of our country. After the funeral our party spent three days in enjoying the delightful hospitality of the people of New Orleans, and such exceedingly kind attentions and courtesies which we received made the visit one never to be forgotten.

IN LOOKING over the school work of the year, which is now closing, there is seen reasonably satisfactory results all along the line in North Carolina. Both the schools for the white children and for the colored children, private and public, have been fairly prosperous. The people have paid their school taxes as willingly and promptly as could be expected in these times of "short crops." The enrollment in the schools has been unusually good and the teachers, both white and colored, have done good work. We do not see quite as much progress as is desired, but there is much cause for congratulation, and much encouragement for every son and daughter of North Carolina to make an earnest and united effort to do a little better during the coming year for the cause of education in our State.

THE EXECUTIVE COMMITTEE of the Teachers' Assembly will meet at Raleigh on Friday, December 27th, for the purpose of arranging the programme for next session of Assembly, and attending to any other business which may

be before the committee. The outlook for a large attendance at the seventh session, June 18, 1890, is very promising so far ahead of the meeting. In the unusually large correspondence between the Secretary and the teachers of the State during the fall and winter a considerable number of new teachers have expressed their intention to become members of the Assembly and attend the coming session. The benefits of the Assembly, to the profession at large and to individual teachers, are becoming more apparent at each annual gathering, and also more indispensable to ambitious and progressive teachers.

MESSRS. ALFRED WILLIAMS & CO. have never issued a book which enjoyed such a cordial and hearty reception as is being accorded by the teachers to the announcement of the coming of their "North Carolina Practical Spelling-Book." This is exceedingly gratifying as it is unmistakable evidence that the State desires not only North Carolina teachers for its schools, but also North Carolina school books for its children. It is expected that the spelling-book will be ready for the spring term of the schools. Messrs. Alfred Williams & Co. have also in preparation, to be issued in the near future, a two-book series of "North Carolina Practical Arithmetics," and a "First Steps in Latin." The books are all by eminent and practical North Carolina teachers for whom the entire profession has unbounded respect and confidence.

WHEN A MAN delivers a public educational address in North Carolina he makes a great mistake in denouncing the people of the State because of their omissions in regard to the schools or for their unwillingness to increase the school taxes. He will make much better progress by giving the State and the people more credit for the good they have done and are doing. The teacher who is constantly accusing his pupils of great stupidity and ignorance, and



is making frequent comparisons to their disgrace with other schools or scholars which he has known, giving them no credit for honest effort, will soon have no pupils, nor does he deserve any. North Carolina, be it said to her pride and glory, is a conservative State; she may be kindly led, but she can never be driven. Most of her sons know this, and it would be well for all to learn it who desire to speak to her people upon education or any other important question of the times.

THE EDITOR OF THE NORTH CAROLINA TEACHER in his last issue has this to say, etc., etc. "M." in (Winston) *Schoolteacher*.

The article following the paragraph above quoted asks THE NORTH CAROLINA TEACHER for certain information. We are always glad to answer, as best we can, any questions submitted by a teacher, but we cannot give attention to this query, for three reasons: 1. The inquirer is not a teacher or he would not have used the word "last" for "latest." 2. We hope it will be several years before the "last" issue of THE NORTH CAROLINA TEACHER will be published, and as we do not now have any idea what we shall say in that "last" issue we are at a loss to know upon what points "M." desires enlightenment. 3. When the "last" issue of THE NORTH CAROLINA TEACHER appears we may all have long since gone to that country where "splints, shoe-pegs, peas" and all other "wicked cease from troubling."

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IT IS better generally for scholars (in arithmetic) to learn the practical working of a rule first, and thus have their curiosity excited to inquire WHY they have to do so and so, as the rule directs, to obtain the result, rather than to force the reasons upon them before they have any desire to know them.—*Holbrook*.

## ABOUT OUR TEACHERS AND SCHOOLS.

Miss Emma Robinson is teaching at Derita, Mecklenburg county.

Miss L. W. Waller is teaching at Lyonsville, Granville county.

Mr. J. S. Brown is principal of Pocket High School, Moore county.

Mr. Elias J. Mosteller has a good school at Reepsville, Lincoln county.

Mr. E. L. Barnes is principal of the academy at Lenoir, Caldwell county.

Mr. B. H. Bridges has a prosperous school at Lattimore, Cleveland county.

Rev. R. W. Boyd is principal of the High School at Lowesville, Lincoln county.

The people of Shelby are taking steps toward establishing a public graded school.

Mrs. A. E. Rockwell has built up a good school at Southern Pines, Moore county.

Miss Lelia Lawrence has been elected to a position in the Centennial Graded School at Raleigh.

Mr. A. S. Miller has opened a school near Thomasville. Thirty-four students are in attendance.

Miss Gertrude Bagley has a nice and pleasant little school at Deep Run, about twelve miles from Kinston, Lenoir county.

North Carolina boys and girls are doing first-class work and are making a fine reputation in the schools of Nashville, Tennessee.

Mr. S. C. Bragaw, Principal of Pollocksville High School, has been elected to take charge of the English department in New Bern High School.

Miss Laura E. Boddie has a good school near Hunts, Nash county. She writes: "I have introduced Mrs. Spencer's History of North Carolina and pupils are delighted."

Miss Grace T. Brown has a good school at Murfreesboro, Hertford county. She has a class of bright little girls in Mrs. Spencer's "First Steps in North Carolina History."

Mrs. N. W. Gardner has an excellent school at Henderson, Vance county. Miss Maggie Estes is assistant teacher, and sixty-two pupils are enrolled. This is the third year of the school.

Mrs. M. F. Peeler has a good school near Rutherford College, Burke county. She writes: "I very much enjoy reading THE NORTH CAROLINA TEACHER and am greatly benefited by it."



The teachers of Greenville, Pitt county, have organized a Kingsbury Literary Institute, with Mr. G. T. Farnell, President; Miss Mollie Rouse, Vice-President; Mr. Z. Z. Moore, Secretary and Treasurer. The society meets twice a month.

Miss Maggie W. Smith, a teacher of Coxville, Pitt county, who was a member of the Teachers' Assembly New York and Niagara Falls party, July, 1888, remained at the Pennsylvania Normal School at Clarion, Pa., for two years' study and has just returned to her home.

The little girls of Miss Jean Gales' first grade room, in the Murphey Graded School, at Raleigh, are learning sewing by making a nice quilt for the children of the Oxford Orphan Asylum. This is a noble work and we know that Dr. Dixon, superintendent of the asylum, will be proud of the handiwork of those little fingers.

The Davidson County Teachers' Council is in a most flourishing condition. At the latest meeting the programme included an oration by Mr. A. R. Beck, an essay by Miss Effie Morrison, and a discussion upon the "Best Manner of Administering Discipline," lead by Messrs. P. E. Zink, R. E. Leonard and A. S. Miller.

The Mebane School, for young ladies and "little folks," is growing under the management of Miss Josephine Forrest (University of Nashville, Tennessee). The school-room has lately been furnished with "Yale" desks, and the people are agitating the question of erecting a larger and more comfortable school building.

The State Teachers' Institute for Wake county, held December 2-7, 1889, was a very pleasant and successful occasion. Professor Chas. D. McIver conducted the Institute, assisted by Rev. W. G. Clements, the County Superintendent, as secretary. The attendance of teachers was good and there were also a number of citizens present at the daily sessions. Prof. McIver is a good instructor and a forcible and enthusiastic speaker. His work will do good.

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"Few justly think of the thinking few—  
Many think they think who never do."

## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do;  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE!

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REV. J. M. RHODES, President of Littleton Female College, married  
 MISS LULA A. HESTER, his music teacher, on Wednesday, November 27,  
 1889.

MR. A. E. BOOTH, Principal of Cary Central Normal Institute, Wake  
 county, married MISS SALLIE WILLIAMS, a teacher, on December 3d,  
 1889.

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IN MEMORIAM.

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"Death hath made no breach  
 In love and sympathy, in hope and trust.  
 No outward sign or sound our ears can reach,  
 But there's an inward, spiritual speech  
 That greets us still, though mortal tongues be dust.  
 It bids us do the work that they laid down—  
 Take up the song where they broke off the strain;  
 So, journeying till we reach the heavenly town,  
 Where are laid up our treasure and our crown,  
 And our lost, loved ones will be found again."

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MISS LUTRUDE CLUTE, an excellent teacher in Sampson county, died  
 at Clinton, N. C., on Thursday, December 12th, 1889.

Beautiful toiler, thy work all done,  
 Beautiful soul into glory gone,  
 Beautiful life with its crown now won,  
 God giveth thee rest.  
 Rest from all sorrows and watching and fears,  
 Rest from all possible sighing and tears,  
 Rest through God's endless, wonderful years,  
 At home with the blest.

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## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

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A COMPOSITION.—“Policemen is N. G. I no a Cop and he kicked a small feller threw a Gate for Puttin’ mud on to a milk Mans hors, and puttin’ some of it into his Eers, and so when the boys mother come out with some hot water to put on the cop he got scart and run Feerful fast.”

BOBBY (just in from school)—“Ma, can I have another piece of mince pie?” “No, my child, you’d dream of your grandmother.” “I like to dream of my grandmother, ma. She used to give me two pieces of pie.”

TEACHER (in toy shop)—“Would you like one of these long whistles, dear?” Little Johnnie—“Naw. What’s the use of giving me one when you’d lick me for blowing it?”

SICK LITTLE GIRL—“If I should die and go to Heaven would I have wings?” Teacher (visiting her)—“Yes, my pet, and a crown and a harp.” Little Girl—“And candy?” Teacher—“No-o.” Little Girl (after meditation)—“Well I’m glad we’ve got a good doctor.”

FIRST CADET—“Did you ever smell powder?” Second Cadet—“Yes.” “Where?” “On a Vassar girl.”

THE HIGHER EDUCATION OF WOMEN.—Miss Bacon (they have been discussing orchids)—“And now, Professor, I want you to tell me all about the plant from which electricity is made.” Professor Hohonthy (aghast)—“The which?” Miss Bacon—“You certainly must have heard of it. Father says its high cost prevents the general use of electric lighting—I mean the electric plant.”

## THE MODERN MAID.

“Where are you going to, my pretty maid?”

“I’m going to the cooking-school, sir,” she said.

“And what do you do there, my pretty maid?”

“Make waffles and biscuits, kind sir,” she said.

“And then do you eat them, my pretty maid?”

“The good Lord deliver us, sir,” she said.

“THERE IS no rule without an exception, my son.” “Oh! isn’t there, pa? A man must always be present while he is being shaved.” “My dear, hadn’t you better send this child to bed? He’s too clever!”

A LITTLE BOY had spent his first day at school. “What did you learn?” was his aunt’s question. “Didn’t learn anything.” “Well, what did you do?” “Didn’t do anything. There was a woman wanting to know how to spell cat, and I told her.”

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
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
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No. 5.

EUGENE G. HARRELL,

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Editor.

## IN THE COMING HAPPY SCHOOL YEARS.

### A NEW YEAR REVERIE.

BY THE EDITOR.

When all around us schools are seen,  
How happy we shall be;  
Then will be some "good times," I ween,  
How happy we shall be.

When in teaching we shall see  
Neither shoe-peg, splint nor pea,  
But pupils busy as the bee—  
How happy we shall be.

When teachers in the work will stay,  
How happy we shall be;  
And patrons will more money pay,  
How happy we shall be.  
When public speakers, in this State,  
Our work shall fairly estimate,  
Can compliment and not berate—  
How happy we shall be.

When boys and girls are taught to spell,  
How happy we shall be;  
And put their thoughts in language well,  
How happy we shall be.

When training is for active life  
A boy can prosper without strife—  
A girl will make a useful wife—  
How happy we shall be.

When honest teaching is the aim,  
How happy we shall be;  
And humbugs are “unknown to fame,”  
How happy we shall be.

When those who think they “know it all  
Shall learn how very, very small  
They are in everything—but gall—  
How happy we shall be.

When our schools get “National aid,”  
How happy we shall be;  
A National debt will then be paid—  
How happy we shall be.  
Each teacher's salary then will grow  
Into size quite nice, you know—  
Will that make us sad? Oh, no!  
How happy we shall be.

When we provide a Training School,  
How happy we shall be;  
Good teaching then will be the rule—  
How happy we shall be.  
When the State which gave us birth  
Is not compared with all the earth,  
But honored for her own true worth—  
How happy we shall be.

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# North Carolina Teachers Abroad:

A SUMMER JAUNT

IX

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER VII.

### RESTING IN GLASGOW.

THE SCOTCH METROPOLIS—JAMES WATT AND ADAM SMITH—BIRTH OF THE STEAM-ENGINE AND FREE TRADE—THE CLYDE RIVER—NOTED STATUES—GLASGOW UNIVERSITY—CLEVER FRIENDS—WHAT THE "EVENING TIMES" SAID.

(BY PROF. GEORGE T. WINSTON, UNIVERSITY OF NORTH CAROLINA).

Our party did not see the sights of Glasgow in a body, and perhaps all did not see all the sights. But the city dwells most pleasantly in our memories. Who can forget the spot where, after a twelve days' sea voyage, we enjoyed the first night of sweet secure repose? The dark sweeping billows no longer rise and fall and dash against the port-holes; the nervous quiver of the ship is hushed; the Stewards and Stewardesses and cabin boys, the contrivance of plank and cloth nicknamed a berth, the fiend that daily shuffled the bedding into new combinations of woe, all have vanished like a horrible vision and linger in your mind only as the dim memories of a soul released from purgatory.

No longer do you listen all night to the fellow-passenger who has traveled before or to the one who hasn't; no longer do you hear in your dreams the never failing inquiries of the nervous young lady or the never failing assurances of our veracious "Major." Under the magic influences of fresh sweet linen and generous apartments

you glide away into perfect forgetfulness and repose, or dream most peacefully and sweetly of the loved ones at home.

Glasgow is the commercial metropolis of Scotland, and next to London is the largest city in Great Britain. No other European city has grown so fast during the century. Two mighty agencies have made possible its wonderful growth and prosperity—the steam-engine and free trade—both creations of the Scotch intellect, both born in Glasgow.

It would be difficult to name two men whose genius has done as much for humanity as James Watt and Adam Smith. James Watt was a maker of mathematical instruments and a repairer of physical apparatus for the University of Glasgow. The trades-unions in the city, at that time called guilds, would not allow him to open a shop within the corporation, because he had not served the full term as an apprentice; but the authorities of the University gave him a refuge and an opportunity for using his skill and genius. While repairing for the University a model of the old-fashioned, clumsy, expensive and wasteful engine of Newcomen his attention was called to its imperfections, and he immediately applied his genius to the work of investigation and invention. In 1764, within the walls of the University, in a workshop granted him by the authorities, he produced the modern condensing steam-engine, an invention which has revolutionized human industries and begun a new civilization.

Adam Smith was a professor in the same University for thirteen years. His great work on political economy places him above all the statesmen of all the nations. "In the year 1776," says Buckle, "Adam Smith published his *Wealth of Nations*, which, looking at its ultimate results, is probably the most important book that has ever been written, and is certainly the most valuable contribution ever



made by a single man towards establishing the principles on which government should be based. In this great work the old theory of protection as applied to commerce was destroyed in nearly all its parts; the doctrine of the balance of trade was not only attacked, but its falsehood was demonstrated, and innumerable absurdities, which had been accumulating for ages, were suddenly swept away." "Well may it be said of Adam Smith, and said, too, without fear of contradiction, that this solitary Scotchman has, by the publication of one single work, contributed more towards the happiness of man than has been effected by the united abilities of all the statesmen and legislators of whom history has preserved an authentic account."

Watt substituted steel and steam for muscle, and thereby enlarged, without limit, the productive power of man; Smith cleared the road for the beneficent operation of this increased power by removing monopolies and by showing that the markets of the world are the best market for each nation. The old mediæval idea was, the prosperity of any man is a disadvantage to his neighbor, the prosperity of one community is harmful to every other community, the wealth of one nation is dangerous to every other nation.

Adam Smith applied to manufactures and commerce the moral philosophy of Jesus Christ: The prosperity of every man depends upon the prosperity of other men, the prosperity of one community assists the prosperity of other communities and the wealth of one nation is the wealth of all nations.

Glasgow is a living monument to the genius of Watt and Smith, for it exhibits in the highest degree the beneficial effects of steam and commerce. It is the largest ship-building city in the world, and its commerce goes to the chief ports of every country. Fields of coal and iron surround it, and everywhere human labor and ingenuity have reared enduring memorials of Scottish greatness.

Noble buildings, handsome streets, beautiful monuments, churches, universities, printing-houses and store-houses; thrift and philanthopy, art, industry and learning; power everywhere—physical power and moral power and especially intellectual power; fear of God and respect for man (with due caution), reverence for the past and employment of the present, all animated by the most intense national pride; these are the strength and beauty and greatness of Glasgow.

“Let Glasgow flourish by the word  
“And might of every merchant lord,  
“And institutions which afford  
“Good homes the poor to nourish.”

One of the grandest sights in Glasgow is the river Clyde with its two miles of docks and quays, all artificially constructed by Scotch industry, genius, foresight and patriotism. A century ago the river was so small and shallow that it could be forded on foot, not only at Glasgow, but even twelve miles below. A series of improvements, begun and carried through with characteristic Scotch energy, shrewdness and economy, converted this little stream into a broad navigable river. To-day large ocean steamers, drawing twenty-two feet, anchor in the heart of the city! The cost of the work was about ten millions of dollars.

Other interesting sights in the city are Argyle street, the main commercial artery of the city, three miles long; Broomielaw Bridge, with its fine views of the shipping quarter; Buchanan street, whose splendid fashionable shops and stores are scarcely less handsome than those of London; George Square, with its solid and rich-looking public buildings and artistic memorials and statues, in the centre a lofty column supporting a splendid statue of Sir Walter Scott and, grouped around, memorials to Sir John Moore, Lord Clyde, Thomas Campbell, Robert Burns, Sir Robert Peel, Dr. Graham, James Oswald, James Watt, Queen Victoria



and Prince Albert, but, shame to say! not a memorial of Adam Smith; not far from George Square the noble Royal Exchange, with the equestrian statue of the Duke of Wellington; Glasgow Green and the Nelson Column; the Salt Market, where Bailie Nicol Jarvie lived; High street, whose upper portion covered the spot where Wallace gained a victory over the English; the Botanic Gardens, the Queen's Park, the Kelvingrove Park, the University, the Cathedral, and the Necropolis or the City of the Dead. The General Post-office and the Central Station Building are also worthy of a visit and inspection.

The University of Glasgow was founded in 1450 and the Cathedral in 1123, although tradition places a church on the spot where the Cathedral stands, as far back as 560. The Necropolis occupies a hill just opposite and commands a fine prospect of the entire city. Among other interesting monuments is the one to John Knox; severe, simple and grand. The Cathedral possesses some very fine stained glass windows and its crypt is most awe-inspiring. Indeed, there is a sublime simplicity, a massive but quiet grandeur, a deep solemnity and everlasting repose about this grand old Cathedral that render it one of the finest specimens of ancient Gothic architecture now existing in Scotland.

On the day after our arrival at the Central Hotel the *Glasgow Evening Times* announced the event, as follows:

The Yankees we saw "doing" the town yesterday were the members of a colossal teachers' excursion which arrived in the *State of Nevada* on Thursday evening. There are one hundred of them, male and female, mostly female; the majority are "school-ma'ams" from North Carolina, and the party is stiffened (in the military sense, not in the other) by ladies in other ranks of life—one is the daughter of the Governor—and by the inevitable chaperons. A military man, of course, is in charge of the crowd.

They are doing nothing on the cheap—living at the best hotels and traveling first-class, but the size of the party enables them to get these luxuries on this side at rates which make the teeth of us natives water; first-class railway at third-class prices is one instance. To-day the whole

one hundred will go to Ayr to "do" Burns. To-morrow and next day they devote to "doing" Edinburgh, Abbotsford, etc., and then hey for London and Paris, which are apportioned in the programme a week each. "Quite a lovely time!"

We began to make friends at once, and these clever Scotch people seemed to take special pleasure in extending to the party of American teachers every courtesy and kindness which would make the visit to that interesting country enjoyed in the greatest degree.

We shall always cherish most pleasant recollections of our specially good friends, Mr. John Morison and his sons, of Glasgow. These gentlemen are leading booksellers in the Scotch metropolis, and many most kind and thoughtful attentions we received at their hands. The senior Mr. John Morison rendered valuable assistance to our party in intelligently visiting the noted and interesting places in and around the city. His thorough familiarity with Scotch history added greatly to the educational value of his assistance. We hope some day to have the pleasure of seeing him on this side of the Atlantic so that we may in some measure reciprocate his kindness to us.

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## CHAPTER VIII.

### A DAY WITH ROBERT BURNS.

A VISIT TO AYR—THE HOME OF BURNS—HIS FAMILY—POETIC INSPIRATION—A GREAT POET OF NATURE—THE BONNIE DOON.

(BY PROF. GEORGE T. WINSTON, UNIVERSITY OF NORTH CAROLINA).

From Glasgow we made an excursion to Ayr to visit the birthplace of Robert Burns. The entire party went, and was full of the spirit inspired by Scottish scenery and Scottish genius.

After an hour's ride on the cars we reached Ayr, where half a dozen large excursion carriages with seats on top



had been provided by the sagacious Major. All were soon comfortably seated, and the restless horses responded eagerly to the crack of the coachman's whip as we whirled away amid shouts and laughter. I doubt if the old road has carried a merrier party since the days of the "Tarbolton Lassies."

Four ladies to a man was the proportion in our party. What more could Robin have asked? Fourscore bonnie lassies led by the impartial Major would have drawn from the poet's heart at least fourscore songs of love and one laudatory extravaganza.

Burns's birthplace is about two miles from Ayr, immediately on the road, a low one-story house, built of clay, with thatched roof. His own father built it, and it stands now pretty much as it was then, except that an addition has been made to supply a museum and sitting-room for travelers. The whole structure is humble to the lowest degree. The original house of the Burnses has no floor, but the ground is rudely paved with flat stones. In one corner of the room that served apparently for sitting-room, dining-room and bed-room, is a recess formed by the chimney and the wall, occupied by a very common-looking bed and shut off from the room by a curtain. Here Robbie Burns was born, January 25, 1759. The room is now exhibited, and it contains many articles of furniture that belonged to the family. Imagination may picture the scene in that humble room when William Burness, "the saint, the father and the husband," knelt on the cold stones by the bedside of his wife and invoked the merciful spirit of God to bless and lead his newborn babe.

Robert Burns was humbly born, but his parents were honorable. His father was a man of marked integrity and piety. The poet has painted him in the *Cottar's Saturday Night*. His mother was quick, intelligent and pleasing. Her memory was good, and she employed it in treasuring

up a large stock of songs, ballads and stories, Scotch folklore, which she sang or narrated to her children from their earliest years. The influence of such a mother upon such a child was beyond measurement.

Robin was educated mainly by his father, at night, after the work of the day was ended. It was a typical Scotch family in its thirst for knowledge and its deep piety. William Burness was father, teacher and priest to his little flock. Amid a poverty that was almost painful he cultivated in his family an intellectual life as strong and bracing as the air of his native hills.

Shakespeare, The Spectator, Pope's Homer, Locke on the Human Understanding and Allan Ramsay's works were the intellectual diet of William Burness and his son Robert after their frugal meal of "parritch." Indeed, they read and ate at the same time. "Some one entering the house at meal-time found the whole family seated, each with a spoon in one hand and a book in the other." No wonder that such a people produced a Burns, a Scott, a Hamilton, an Adam Smith and a Watt.

Not far from the Burns cottage is "Alloway's auld haunted Kirk." It is now a ruin without a roof, and closed against visitors. An enthusiastic old guide showed us where a spring formerly bubbled up under the church walls, and said little Rab was baptized there. Over the grave of Souther Johnnie he recited for us, with the strongest Highland accent and pronunciation, the whole of *Tam O'Shanter*. Burns was thirty-one years old when, in a single day, he composed this unrivaled poem. It exhibits in a high degree the best qualities of his poetic genius, and shows the germs of great dramatic power. No modern poet, excepting Shakespeare, has dared to unite so closely the most conflicting passions, or has shown the skill to sweep at one stroke the whole key-board of human emotions.



It was Burns's habit to compose while walking or while working in the field and afterwards to commit his verses to writing. His wife has left a charming account of the composition of *Tam O'Shanter*. "Her husband had spent most of the day by the river side, and in the afternoon she joined him with her two children. He was busily engaged *crooning to himself*, and perceiving that her presence was an interruption, she loitered behind with her little ones among the broom. Her attention was presently attracted by his strange and wild gesticulations. He was reciting very loud, and with tears rolling down his cheeks, those animated verses which he had just conceived :

"Now, Tam ! O, Tam ! had thae been queans,

"A' plump and strappin' in their teens."

"He was agonized with an ungovernable access of joy. 'I wish ye had seen him,' said his wife; 'he was in such ecstasy that the tears were happing down his cheeks.' The poet having committed the verses to writing on the top of his sod-dyke above the water, came into the house, and read them immediately in high triumph at the fireside."

Burns said of his wife, "She has the finest wood-note wild I ever heard." It was his custom to submit his songs to the test of her singing before giving them to the world. His preparation for composing was to hum a tune that suited his humor, until he came fully under the spell of its music. He then uttered in verse attuned to the music the ideas that were agitating his mind, drawing illustrations from natural objects about him. He was in no sense a musician, and his songs were the emotions of his heart throbbing to the music of old-time tunes. Sometimes he re-coined old songs and gave them the stamp of his genius.

Like all genuine lyrics, they sing of passions and feelings as old as man. Their power will endure forever. They are not national nor local nor ephemeral, but universal and eter-

nal. They speak the simple, beautiful and eternal language of nature; and tearing from man his superficial veil of civilization impart to him the sublime but simple grandeur that belongs to him as a portion of nature. No other poet, either ancient or modern, has been so fully a child of nature as Burns. His whole life was a protest and a bitter struggle against the tyranny of civilization. His poems combine the strength and freshness and unaffected naturalness of the Homeric age with the "sweetness and light" of the nineteenth century. His love of humanity is one manifestation of his love of nature. Man is a part of nature, its noblest and most lovable part; and therefore Burns loves man most, but he loves all nature's creatures with the same human love and sympathy. Nothing is too small or too humble or too mean for his "boundless love." Shakespeare's pen is as bold and true as the steel of an engraver, and he beholds nature with the clear vision of a god. Wordsworth is the voice of the deity speaking through nature. Robert Burns is nature's child, who plays in her lap, frolics on her bosom and speaks her voice:

"I saw thee seek the sounding shore,  
Delighted with the dashing roar;  
Or when the North his fleecy store  
Drove through the sky,  
I saw grim Nature's visage hoar  
Struck thy young eye.

"Or when the deep green-mantled Earth  
Warm-cherished ev'ry flow'ret's birth,  
And joy and music pouring forth  
In ev'ry grove,  
I saw thee eye the general mirth  
With boundless love."

All the creatures of earth are his brethren. If they could read his poems they would think him an animal. Did we not know otherwise we would believe him to be writing of human beings. He is unquestionably the most



sympathetic, the most artless, the most loving and the freshest of all the poets of nature. His poems are as the breath of the morning or the calm of midnight. He combines the tenderness of Cowper and the reverence of Wordsworth with the passion of Byron and the sublimity of Shakespeare. I cannot understand why the critics fail to assign him high rank as a poet of nature.

Such intense and universal sympathy has never been expressed in verse before or since. To the little mouse he is a "poor earth-born companion, an' fellow-mortal"; the two are on the road of life together, and the poet's "*us*" shows him in full fellowship of "grief an' pain" with the little creature whose "wee bit housie" that had cost him "mony a weary nibble" now lay in ruin behind the plow. To the mountain daisy, who thought it was the lark that bent low its stem, he reveals the truth with a groan and a tear:

"Alas! it's no thy neebor sweet,  
The bonnie Lark, companion meet!  
Bending thee 'mang the dewy weet!  
    Wi' speckl'd breast,  
When upward-springing, blythe, to greet  
    The purpling east.

\*            \*            \*            \*

"There, in thy scanty mantle clad,  
Thy snawy bosom sunward spread,  
Thou lifts thy unassuming head  
    In humble guise;  
But now the share uptears thy bed,  
    And low thou lies."

To the most degraded and detested of human vermin he speaks as humanly as if to an impudent beggar or poacher:

"Ha! whare ye gaun, ye crawlin' ferlie?  
Your impudence protects you sairly."

\*            \*            \*            \*

"Gae somewhere else and seek your dinner  
    On some poor body."

For the devil himself he has a kind word, and among his most touching odes is the one *To Ruin*. It would be tedious to enumerate the instances of his affection and his lack of all feeling of dominion or even of superiority in his poems relating to animals, either wild or domestic.

“He’s lost a friend and neebor dear,  
In Mailie dead.”

Did ever man outside of Asia love his horse as Burns loved Maggie?

“When thou an’ I were young and skeigh,  
An’ stable-meals at fairs were dreigh,  
How thou wad prance, an’ snore, an’ skreigh,  
An’ tak the road!  
Town’s-bodies ran and stood abeigh,  
An’ ca’t thee mad.”

“When thou was corn’t an’ I was mellow,  
We took the road aye like a swallow.”

\* \* \* \*

“An’ think na, my auld, trusty servan’,  
That now perhaps thou’s less deservin’  
And thy auld days may end in starvin’,  
For my last fow  
A heapit stimpert, I’ll reserve ane  
Laid by for you.”

Is there anything more touchingly human in *Auld Lang Syne* or *John Anderson, my Jo*? Had Burns written nothing but *Afton Water* he would deserve a place among the greatest poets of nature. His love of nature is as strong as his love of woman, and they dwell together in his heart inseparably commingled:

“How lofty, sweet Afton, thy neighbouring hills,  
Far mark’d wi’ the courses of clear, winding rills;  
There daily I wander as noon rises high,  
My flocks and my Mary’s sweet cot in my eye.”

Witness the same commingling of human love and love of nature in *Highland Mary*:



"How sweetly bloom'd the gay, green birk,  
 How rich the hawthorn's blossom,  
 As underneath their fragrant shade  
 I clasp'd her to my bosom!"

Burns neither elevates nature to his level nor lowers himself to her level; but is always a part of nature. He feels a genuine unaffected kinship to nature, and is not her high-priest nor interpreter, but her child. No other modern writer has shown equal power to delineate man as a part of nature.

Whoever would see humanity in its wild, unrestrained and intense freedom, humanity as it existed before churches and schools and society set restraints upon its conduct, may behold it in *The Jolly Beggars*. Never Shakespeare, nor Byron, nor Goethe painted a wild reckless revel with such brilliant colors.

What modern poet has exhibited a natural genius so exquisitely Classical as that of Burns? *The Brigs of Ayr* and *The Vision* are as light and graceful, as full of fancy and mythical imagery, as an ode of Horace or an idyl of Theocritus; and at the same time they are strikingly philosophical and human:

"All else was hush'd as Nature's closed e'e;  
 "The silent moon shone high o'er tow'r and tree:  
 "The chilly frost, beneath the silver beam,  
 "Crept, gently-crusting, owre the glittering stream.  
 "When, lo! on either hand the list'ning Bard,  
 "The clanging sugh of whistling wings is heard.  
                   \*                  \*                  \*                  \*  
 "Our warlock Rhymer instantly descry'd  
 "The Sprites that owre the Brigs of Ayr preside"

The Auld Brig surveys the New with the rude contempt of Hercules in the presence of a modern dude; the New Brig retorts with the conscious superiority of blended strength and beauty; and finally the Auld Brig loses its temper:

"A' ye douce folk I've borne aboon the broo,  
 "Were ye but here, what would ye say or do!  
 "How would your spirits groan in deep vexation,  
 "To see each melancholy alteration;  
 "And agonizing, curse the time and place  
 "When ye begat the base degen'rate race!  
 "Nae langer Rev'rend Men, their country's glory,  
 "In plain braid Scots hold forth a plain braid story!  
 "Nae langer thrifty Citizens, an' douce,  
 "Meet owre a pint, or in the Council-house;  
 "But staumrel, corky-headed, graceless Gentry,  
 "The herryment and ruin of the country;  
 "Men, three-parts made by Tailors and by Barbers,  
 "Wha waste your well-hain'd gear on d—d *new Brigs and Harbours.*"

The quarrel is broken off by the Genius of the stream, who comes on the scene with a train of fairies.

Nearly all of Burns's greatest poems were written amid poverty, sorrow and toil. His brief seasons of prosperity yielded no harvest of song. His genius blossomed amid ice and flint. Had the course of his life been changed in any essential respect he might have lived more honorably and written more learnedly, but his undying music had not floated forever down the ages to soothe and cheer the spirit of man.

"Then never murmur nor repine;  
 Strive in thy humble sphere to shine,  
 And trust me, not Potosi's mine,  
                     Nor King's regard,  
 Can give a bliss o'ermatching thine,  
                     A rustic Bard.

"To give my counsels all in one,  
 Thy tuneful flame still careful fan;  
 Preserve the dignity of Man,  
                     With soul erect;  
 And trust the Universal Plan  
                     Will all protect."

It is the confidence of genius in its own integrity and in the wisdom and justice of God.



Our party wandered up and down the banks of the Doon, strolled in the grounds of the Monument and stood upon the Auld Brig or the New, gazing fondly upon those beautiful scenes that had filled the heart of Burns with the music of nature. The brigs, one in the rude and massive strength of Celtic architecture, the other light and graceful, spanned the murmuring Doon. In the distance was "Alloway's auld haunted Kirk," and further on the humble birthplace of the bard. In spite of paved streets and clustering houses, in defiance of the all-conquering hand of man, the spirit of nature still ennobled and beautified the scene. May the Genius of Burns protect it forever!

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[For The North Carolina Teacher.]

## HUMBUGGERY IN TEACHING.

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BY A PUBLIC SCHOOL TEACHER.

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NUMBER THREE.

If the editor of THE NORTH CAROLINA TEACHER had been aware of the contents of the letter which he so promptly forwarded to me a few days ago, I am inclined to believe that he would have withheld it in "consideration for my feelings." I assure him, however, that such consideration was not at all necessary, for I did not mind the abuse nor threat it contained, it being no more than I expected; and I am perfectly willing to bear it for the good of my fellow-teachers, and for the benefit of the children.

When I read the letter, it being without address or signature, I decided that it was written by the superintendent of the school in which I am teaching, as some of the language was very much like some of his expressions when he read my article in the December number of THE TEACHER. I may be mistaken, however, in fixing the authorship.

That the brotherhood, as you often call us, may see that I am in great need of sympathy I quote from that letter of December 28th:

*"Public School Teacher,"*

SIR, OR MADAM:—What do you mean by writing such articles as those appearing under your signature in THE NORTH CAROLINA TEACHER for November and December? Don't you know that the people will begin a critical examination and investigation of the public schools and the methods you and all of us are using to make the children "show up well"? Your articles may speak the truth, but we must not "tell tales out of school."

\* \* \* \* \*

Now, do not write any more articles on "Humbuggery in Teaching," for if your name is discovered you will surely lose your position in the public schools and never be able to get another.

Yours,

TEACHER.

[We have taken the liberty (which we hope our correspondent will allow) of omitting a paragraph of this letter as not being strictly applicable to the question under consideration.—EDITOR.]

Well! well! well! how the truth hurts! As I expect to enter upon the practice of the law very soon, I do not fear loss of my position in the school, therefore I will do my best while a teacher in trying to save the minds of our boys and girls, and so here goes for exposure of more humbuggery in teaching.

I am not surprised that some graded school men should think that my articles are specially directed at them, because it is generally known that these great humbugs are first introduced in the graded schools and they seem to flourish there better than in other schools.

The public schools in the country are not so bad, as the teachers are more independent and can follow the best methods that have been known to be successful for years. But in the city public schools the teachers are simply wheels in the machine which are turned by the mainspring—the superintendent.



My articles are, however, directed at humbugs wherever and whenever found, in private or public schools. I have taught under both systems and am entitled to speak, and no teacher or superintendent need feel that I am striking at him unless he knows that he is guilty.

One of the most useless and gigantic of the humbugs is known in pedagogical nomenclature as "Molding."

This "method" is generally seen in the so-called teaching of geography in large public schools. The molding may be done in sand, mud, putty or clay—sometimes in salt, but the tomfoolery will be there all the same. It has lately been introduced into the school in which I am a teacher, and my assertion that it is a humbug is corroborated by both observation and experience.

When our superintendent called a meeting of his teachers and informed us that he wanted us to go into the sand molding business at once, we were astonished, because none of us had ever examined this so-called method and consequently we knew nothing about it.

We procured a box of sand and asked the superintendent to mold a range of mountains so that we might see how the method was to be used, but alas! we saw that he, also, knew nothing about it. We then learned incidentally that it was not expected that the superintendent should know anything about the new methods which he introduced—it is the duty of only the teachers to learn them!

When I thought that I had learned how to successfully build a mountain or dig a river in a pile of wet sand I brought the box before my class with fear and trembling. After a few words of explanation I began the work.

Every bright little face was turned towards me and every eye glistened with expectancy. I was imposing upon those children and I was sorry for them, but I had to proceed as the superintendent had ordered.

"Lor', Tommy!" said one little fellow to another, "Mr. ——— is making mud pies!" And the whole class began to giggle at me, and I felt that I deserved their childish ridicule for doing so foolish a thing before them under the guise of teaching.

I then put some of the children at work in the wet sand—most of them caught cold and their parents began to complain and to hint a possibility of sore throat and croup.

Since that time the brightest and most intelligent of my little folks have not been able to see in the mightiest mountains and most graceful rivers in the wet sand anything greater than "mud pies."

I am in favor of a "protective tariff" on these humbug educational schemes, to be collected at "Mason and Dixon's Line." It should be so high that none of those ridiculous so-called methods from Boston, Germany, Prussia, Sweden and elsewhere shall ever be able to pay the duty and get into the South.

I have great hope and confidence in the power of our Teachers' Assembly in ridding us of these humbug methods, and this confidence was greatly strengthened when I heard the discussion on "Phonics" at the session of 1888. The Phonic foolishness is now rarely seen in the public schools. Educational fanaticism cannot stand the light of reason, common sense and intelligent investigation.

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OVER TWENTY-FIVE THOUSAND copies of the "North Carolina Writing Books" have already been used in the schools of our State. There are nine numbers in the series, they are thoroughly and carefully graded and the children like to write the familiar Southern and State names which the copies contain. Suppose you give these Writing Books a trial. You will be pleased with them.



THEY ARE NOT GUILTY.

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The teachers of the State, and County Superintendents, are thoroughly aroused in consequence of the charge made by Mr. Moses that the public school teachers in North Carolina are, as a general rule, "not only destitute of the slightest suspicion of culture, but to a very large extent ignorant even of a knowledge of the common school branches."

Numbers of letters have been received by the editor upon this subject, and the following are published by special instruction of the writers:

*Editor North Carolina Teacher:*

I am glad that you so promptly came to the defense of the public school teachers of North Carolina when so grossly attacked and insulted by Mr. E. P. Moses. We all remember how vigorously Mr. Moses attacked Dr. Groff two years ago for speaking of "howling schools" in the West, and now he insults the teachers in a hundred times greater degree than was even thought of by Dr. Groff.

It is a surprise to the public school teachers of this section that the School Committee of Raleigh should retain such a man in charge of their schools. The people and the press ought to demand his removal, for his retention in office is an indorsement of the insult.

It is strange and somewhat inconsistent for Mr. Moses to criticize any teacher for lack of culture. When I first saw him he was sitting at the dinner table of a hotel in a town where he was working in a Normal School. He was talking very loud and extravagantly and gesticulating so wildly that I asked if it was an insane man or was he under the influence of liquor. Judge my surprise when told that the man was Mr. Moses! Surely some public school superintendent also may be "without a suspicion of culture!"

Are the newspapers of the State and the educators coming promptly to the *protection* of our men and women who are trying to teach the boys and girls of our State? Are they defending our teachers from insult and slander by an imported educational fanatic? Is THE NORTH CAROLINA TEACHER the only journal bold enough to take our part? Surely Maj. Finger will promptly defend his public school teachers when they are so outrageously insulted. I am sure that the public school teachers want to hear from our State Superintendent on this subject. This charge should be thoroughly investigated and if we are guilty recall our certificates and turn out the County Superintendents who issued them to us.

We want men to be in charge of our schools who are more in sympathy with us than simply to the amount of salary they receive, and until North Carolina learns to employ such teachers it is useless for anybody to try to make the people willing to pay more taxes for public schools.

If the Teachers' Assembly fails to adopt resolutions of indignation concerning the conduct of Mr. Moses, at its next session, then I think that no more meetings should be held in the interest of our teachers.

H. T. L.

FRANKLIN, MACON CO., N. C.. Jan. 6th, 1889.

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CHURCH HILL, N. C., Jan. 2d, 1890.

I am proud of you, Bro. Harrell, for your noble defense of North Carolina teachers and County Superintendents in your article on Mr. Moses in the December number of *THE TEACHER*. The Winston *School-teacher* ought to blush for publishing such an article as that emanating from the pen of Mr. Moses.

He evidently shows gross ignorance or unfeeling and deep-seated prejudice.

I don't believe there are a dozen teachers in the State who are not only not guilty of the "suspicion" he attaches to them, but on the contrary by far the larger number are men and women of culture, refinement and true moral worth.

But it is a waste of time to argue the question. Mr. Moses' statement or charge bears the impress of a gross nature and unfeeling heart upon its very face, and renders the one who exhibits such stupidity and prejudice totally unfit to fill the high position of superintendent of public schools in our dear old State. I heartily indorse your position, dear *TEACHER*, and also the articles on "Humbuggery in Teaching."

W. C. DRAKE,

*Co. Supt. Pub. Ins., Warren Co., N. C.*

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JANUARY 1ST, 1890.

*Mr. E. G. Harrell, Raleigh, N. C.,*

DEAR SIR :—The December number of *THE TEACHER* has been received, and I cannot refrain from expressing to you my appreciation of your labors in behalf of education among our people, especially in exposing the shams in modern teaching. Everything new is not progressive—at least in the right direction. We have some educational monkeys in the profession who haven't sufficient brain power to originate an idea, or to modify a stolen one to suit the peculiar circumstances under which they act. All they have ever been known to do is to copy entire, and introduce, without the slightest modifications, the pet methods of some enthusiastic crank; said methods having nothing to recommend them save their novelty, and I might say idiocy. May you live long to throw hot shell into the ranks of these *apes* who pass as progressive teachers and exponents of advanced educational ideas!

COUNTY SUPERINTENDENT.



Many more letters of this kind might be published, but it is not necessary, for we are sure that the people of North Carolina, who take time to think, are now convinced that there does not exist any foundation in truth for the charge made by Mr. Moses that the public school teachers of "North Carolina as a general rule are not only destitute of the slightest suspicion of culture, but to a very large extent ignorant even of a knowledge of the common school branches." The evidence proves (as we knew it would) that our teachers and school officers are "not guilty," and THE NORTH CAROLINA TEACHER is satisfied.

We hope that in future no person will undertake a reckless and unwarranted criticism of the teachers of the Old North State unless he knows them better, for THE NORTH CAROLINA TEACHER will try to be always ready to deny every misrepresentation, be the source what it may from which such misrepresentation shall come.

We have been too long in North Carolina and love our native State too well to overlook any kind of slur or reflection which may be cast at our teachers, our County Superintendents or any other of our people.

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## SCHOOL TAXATION IN THE SOUTH.

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Mr. Henry W. Grady, editor of the *Atlanta Constitution*, who died in December, was one of the ablest and most brilliant men in America. He was a true Southern man and an able defender of the South, whenever and wherever our land was attacked or misrepresented.

A few weeks ago Mr. Grady made a speech in Boston at a banquet of merchants, and his words on that occasion will live forever as a fair, thorough and conservative statement of the condition of the South, financially, education-

ally, industrially and socially. As a bold defense of the South and her institutions the speech is without an equal in the history of our country. He most effectually answered the statement often made that the South is not doing her duty in education, as follows:

Although it is easier to give much out of much than little out of little, the South, with one-seventh of the taxable property of the country, with relatively larger debt, having received only one-twelfth as much of public lands, and having back of its tax books none of the \$500,000,000 of bonds that enrich the North; and, though it pays annually \$26,000,000 to your section as pensions, yet gives nearly one-sixth to the public school fund! The South, since 1865, has spent \$122,000,000 in education, and this year is pledged to \$37,000,000 more for State and city schools, although the blacks, paying only *one-thirtieth* of the taxes, get nearly one-half of the fund.

If Mr. Grady's statement is true, and it has not been denied, all the boasting of the North is exploded and the complaining among our people ought to be silenced forever. This statement agrees with the assertion long since made by THE NORTH CAROLINA TEACHER that the South was doing more for public education than was being done in the North.

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I TELL the children the necessity of quiet slates; put the name of each mother on the notes, send the notes and slates home by the pupils, charging them to bring their slates back, covered, the next day. Sometimes they come back with "Mother didn't have time," "Ma didn't have any suitable goods," "My ma didn't have time." Then I take the strip of goods I have myself prepared, take thimble, needle and coarse black thread from the desk, give up my resting minutes to the work of covering slates, and before the first week has passed our slates are quiet for the year.—*School Journal*.



THE EVOLUTION OF THE EDUCATOR.

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BY WILLIAM J. DESMOND, MILWAUKEE, WIS.

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Thirty years ago the leaders of thought in the teaching profession worked in school-rooms. To-day they work in offices. The army idea has been adopted in the organization of educational work. The class teacher has lost his sovereignty and is become a private in a great army ruled by "educators." We witness a multiplication of positions filled by men who direct and supervise the work of teaching, but who do no teaching themselves. These educators have absorbed the executive functions of the school committee of old, and too often the thinking function of the teacher. The class teacher is given a course of study docked on all sides, with methods of teaching every subject, and a boss educator is on hand at intervals to see that all mere class teachers keep in line.

Two evils result from this condition.

Teachers in large cities, having the matter and method of their work thought out and prescribed for them, are ceasing to be *thinkers* in a professional way. One boss may do the thinking for a hundred house-builders, but the builders of brains should do their own thinking.

Recognition of efficiency in class teaching now comes in the form of an invitation to stop teaching a class, to step out of the school-room, to become a dispensator of educational enthusiasm, a formulator of pretty theories, a thinker for other workers. The highest price paid for school supervision is paid in the annual drawing off of good class teachers to go into the "educator" business. The influence of one superior class teacher through his or her class work is more effective for good than the platitudes and reports of a dozen educators.

It is an evil day for any profession when its highest rewards bring with them an abandonment of actual professional work. Teachers must be made to see a future of honor and profit in actual class-room work. Our great city school systems are burdened with supervising officials, and are not giving substantial recognition to acknowledged excellence in class-room work.—*Century Magazine*.

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“I neuer knew yet scholer that gaue himselfe to like and loue and folowe chieflie those three authors (Plato and Aristotle in Greeke, Tullie in Latin), but he proued both learned, wise, and also an honest man, if he ioyned with all the trewe doctrine of Gods holie Bible, without the which the other three be but fine edge tooles in a fole or a mad mans hand.”—*Ascham's Scholemaster*.

“In the Greeke and Latin tong, the two onelie learned tonges, which be kept not in common taulke but in priuate bookes, we finde alwayes wisdome and eloquence, good matter and good vtterance, neuer or seldom asonder. For all soch authors as be fullest of good matter and right iudgement in doctrine, be likewise alwayes most proper in wordes, most apte in sentence, most plaine and pure in vttering the same.”—*Ascham's Scholemaster*.

“It must be remembered that language connects us with the past as instruments of precision open to us the present. Every word is the broken echo of ancestral voices. Experience shows that ability to read ordinary Latin at sight is absolutely essential to the liberally educated man. All the Greek he can learn is likely to prove valuable. Whoever is wholly ignorant of either will have occasion to lament bitterly the illiberality of his education long before he has finished even elementary studies.”—*Inaugural Address of President D. J. Hill*.



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., } EDITORS, CHAPEL HILL, N. C.  
E. ALEXANDER, PH. D., }

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## SOME USES OF LATIN.

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DELIVERED BEFORE THE NORTH CAROLINA TEACHERS'  
ASSEMBLY, JUNE, 1889.

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BY R. H. LEWIS, M. D., PRESIDENT JUDSON COLLEGE.

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I suppose that not one of this audience has ever seen a line published on the "Uses of Latin" in THE NORTH CAROLINA TEACHER or elsewhere! Oh, no; of course not!

I suppose you think that I come as a pioneer into this virgin forest, with a keen axe, either to make a "clearing" or to "blaze" a path where others may follow. If you do indulge in this thought, my friends, you are less diligent readers than I have given you credit for.

Before entering upon the discussion of my subject, I must relate a little circumstance for the benefit of a certain University friend:

Once there were two neighbor farmers. One was known as Weinstone and the other as Dock Richards. Weinstone asked Dock to come over on Wednesday and help him harvest his wheat as he had an abundant crop and could not well harvest it with his own laborers. Dock, being a good-natured man, consented, although his own crop was "in the grass" and needed his whole time.

Wednesday morning, bright and early, Dock, with his whole force of hands and grain cradles, went over to Weinstone's. When he came near the gate that opened

into the wheat field of his neighbor he found Weinstone sitting on a flat rail upon the top of the fence, wiping the perspiration from his shining bald head. And, on looking into the field, Richards found that all the wheat had been cut and shocked. "What do you mean by this?" he sternly demanded of his neighbor.

"Well," said Weinstone, "it looked so tempting yesterday that I concluded to cut it down—and we just finished the job a few minutes ago."

Richards *loquitur*, with rising wrath: "Now you sit there in the sun, you labor-loving granger, and watch me go over the stubble with my cradles; for I came here to reap this field, and since there is no grain here to cut *I am going through the motions!*"

*Verbum Sap.*

The thorough agriculturist, who wishes to become well acquainted with the nature of the soil which he cultivates, studies its component elements, their nature and modes of combination. He knows that the soil is a compound, and to know what it can do for his crops he must get acquainted with it, not only as a whole, but with reference to its individual constituents. He does not *know* his soil till he knows all this.

Neither can one be said to know his language till he knows that whereof it is made. And the more of its constituents that he knows the better acquainted is he with it. And if he cannot learn all the components, let him learn what he can.

Now, every scholar, nay, every half scholar, knows how largely the Latin enters into the English language. It penetrates, permeates, pervades it. It meets you on every page, in every line, and in every few words. It is irrepressible and cannot be gotten rid of without tearing up our language by the roots and leaving it a bleeding mass of "*disjecta membra.*" If you attempt to take out the Latin



it would be like pulling up nut-grass from a garden up in our country—you would pull up half the vegetables. An honest old farmer once said to me: "Doctor, you make a mighty fuss about teaching Latin in your school; I don't believe in it; I don't want my boy to have anything to do with it; plain English will do for him—grammar, reading, writing, arithmetic—there's no Latin in them things." "But," said I, "hold on, my friend, I think you are a little mistaken about that last assertion of yours. Let us look into an arithmetic. The very word 'arithmetic' is not English. On the first page we come to the word 'Numeration,' pure Latin; 'Notation,' pure Latin; 'Addition,' pure Latin; 'Subtraction,' Latin; 'Multiplication,' Latin; 'Division,' Latin. Then a little further on we strike against the word 'Fractions,' Simon-pure, A No. 1 Latin—a splendid Latin word it is, too, and just as good English. Then that beautiful word 'Decimals,' so expressive, and so distasteful to lazy pupils—pure Latin—elegant Latin.

"You may now congratulate yourself, my friend, that we have come to the end of these foreign words, but, oh! 'lay not that flattering unction to thy soul,' for here we come upon 'Denominate Numbers,' a double-barreled Latin word—two at a time. Then come 'Interest,' 'Percentage,' 'Commission,' 'Ratio,' 'Proportion'—how they come trooping along!—"Mensuration,' 'Progression.'" Here I am halted by my rural objector, and he says:

"But there's no Latin in English Grammar surely." I am sorely tempted to quote, "Jew, thank thee for that word," but I restrain my joy. I open the grammar. "Well, sir," I remark, "the first word is 'Sentence,' pure Latin." I pass over "Analysis," not counting Greek words, and hold up the word "Noun." "Here you are again," I retort; "this fellow has disguised himself a little, but it is too thin." (Pardon the slang, but it does fit so

well). "Then we see the step-brother of Noun, the Pronoun, all Latin." Then "Verb," almost naked Latin. Then, just as fast as we can turn the leaves, here come Adverb, Adjective, Preposition, Conjunction, Exclamation. Here some friend of Roswell Smith may say that I have exchanged the word "Interjection" for "Exclamation," with a view to lug in a Latin word. But I reply, "My friend, I accept the amendment; 'Interjection,' so be it—pure Latin word." Then the words "Case," "Number," "Gender," "Mood" present themselves and insist on their Latin origin. Then in rapid succession, Nominative, Possessive, Objective, Singular, Plural, Masculine, Feminine, Neuter, Indicative, Subjunctive, Imperative, Infinitive, Participle, Present, Imperfect, Perfect, Pluperfect, Future—regular herds of Latin words.

I turn to the old gentleman and gravely suggest that perhaps we have picked up a *Latin* Grammar by mistake.

He looks crest-fallen for a moment; but his face brightens as he hands me a Geography and emphatically declares, "Here's a pure English book at any rate." I immediately placed my finger upon the title. "Geography," my friend, "is a pure Greek word." And here I suggested that he would do well to put his boy in Greek. Turning the leaves we come upon "Peninsula," "Estuaries," "Straits," "Rivers." "Hold," says he, "that will do."

And you think that I have conquered the prejudice and secured another Latin scholar. But my eloquence may be all wasted; and the next time I hear from John he may be following the plough.

It is a constant source of wonder, how a young man, ignorant of Latin, can acquire an accurate knowledge of Law or Medicine. Law fairly bristles with Latin from beginning to end. I have heard that once the Legislature of New York passed an act compelling all Latin law phrases to be translated into English and so to be used.



It would not work. A prisoner was taken up before a judge for trial by a writ of "You may have the body." What a fall, my countrymen, from the elegant "Habeas Corpus." A learned lawyer was spoken of as a fine "unless before" advocate—*nisi prius* being inadmissible. And so, the story goes, the law was repealed.

As to the study of Medicine, every muscle in the body bears a Latin name, and their name is legion. Some of these names are very expressive. Thus the little sneering muscle has for its title, "Levator labii superioris alæque nasi"—almost long enough for a lesson, but shorter than the English translation. The names of numberless diseases are Latin. The labels on the bottles are of Roman origin and all prescriptions are written in Latin. [Recently the custom has changed in some parts of the country and now they are written in English.]

I saved some medicine once, and prevented a young friend from becoming intoxicated, by having a Latin label on a half-gallon bottle in my office. I was at his store. He complained of sudden pain (he was accustomed to having sudden pains) and anxiously inquired of me if there was any alcoholic preparation up at my office. I replied that he would find what he wanted, on the shelf, on the right hand of the door as he entered—"go up and help yourself." He went—came back in a few minutes, still sober. He said, "Every blamed bottle in the shop smells of brandy, but they have such jaw-breaking labels on them that I am afraid of them."

John L. Stevens, the American traveler, relates an incident that happened to him in Germany, when a knowledge of Latin saved him from imprisonment as a spy. -He knew not a word of German or of French. Becoming desperate, in the attempt to clear himself of the charge, he spoke to the officer in his school-boy Latin. He was promptly answered in the same tongue. A few words from Mr.

Stephens soon cleared up the matter and he was set at liberty.

I leave to the facile pen and silver tongue of our gifted President to delineate, in his own charming way, the value of Latin to the scholar and man of letters, its tremendous influence in forming correct taste and giving ease, grace and dignity to style in composition.

David M. Carter, one of my school-fellows, when a student at our State University, wrote, in large letters, on the door that led to the attic of the old South building, these words, "Sic itur ad astra." So we say of Latin. This is the way in which you must go, if you wish to reach that upper world of literary refinement and true culture.

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### CLASSICAL NOTES.

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The fund for the purchase and exploration of Delphi has been increased to \$57,000. It is promised that, if an additional sum of \$20,000 is raised in New York, Chicago friends of the American School of Classical Studies at Athens will promptly subscribe \$20,000 more, and those in Boston the same amount. This will save Delphi for American explorers and, at the same time, give to the school a permanent endowment. The *Atlantic* for December and January contains interesting articles on Delphi by Mr. W. C. Lawton.

Virgil, our brain-sick life cast to and fro,  
Nature or art too tired, too blind, to know,  
Feels yet their secret in thy magic scroll;  
That high-rapt calm so far remote from us,  
Yet not too steadfastly felicitous  
Or too divinely alien to console.

—B. N., in *MacKail's Eclogues and Georgics*.



Voulez vous prendre une idee de l'education publique? Lisez la Republique de Platon. Ce n'est point un ouvrage de politique comme le pensent ceux qui ne jugent des livres que par leur titres. C'est le plus beau traite d'education qu'on a jamais fait.—*Rousseau's Emile*.

"It is a remarkable testimony to the permanent power and recurrent influence of the Greek classics that the 'return to nature' in education—for such Rousseau professed to be his secret and aim—should mean a return to Plato. That an original and eccentric genius, 2,000 years after his day, should call the Republic the finest treatise on education ever written, might flatter the shade even of the calm 'spectator of all time and all existence'? But when the same authority went on to say that the best of educational treatises was not a work on politics, Plato would reply that this is impossible, for that the two are inseparable. The Republic is, first and foremost, a work on politics, but it is also an educational treatise just as it is an ethical treatise, because it is political in the fullest, the true Greek sense."—*T. H. Warren*.

No teacher should fail to read those parts of the Republic which discuss the subject of education. Those who do not read Greek will find an admirable translation in Jowett's *Republic of Plato* (\$3.25). A less expensive edition, and a fairly satisfactory rendering, though not equal to Jowett's, is Davies and Vaughan's translation, in Macmillan's Golden Treasury series (\$1.25).

"The following was told me by the present Master of Marlborough College, the day after it had occurred at one of the college examinations, three or four years ago: 'Most men, therefore,' was rendered '*Hominissimi iguntur*.' The whole is delicious; but *iguntur*—the taking *igitur* as a third person singular passive, and then making it a plural—is peculiarly happy."—*Sir George Grove, in Spectator*.

Utile in primis, ut multi præcipiunt, ex Græco in Latinum, et ex Latino vertere in Græcum: quo genere exercitationis, proprietas splendorque verborum, apta structura sententiarum, figurarum copia et explicandi vis colligitur. Præterea, imitatione optimorum, facultas similia inveniendi paratur: et quæ legentem fefellissent, transferentem fugere non possunt. Intelligentia ex hoc et iudicium acquiritur. —*Pliny, Bk. VII, Epist. 9.*

Of the marriage of Constantine, Duke of Sparta and Heir-apparent to the throne of Greece, and Sophia Dorothea of Germany, which was solemnized at Athens, Oct. 27th, *Harper's Weekly* says: "Over the wedding of this princely pair Athens had a festival such as no city of Europe has seen in modern times, and for even a parallel to which one must rummage in the record of the gorgeous fables of prehistoric times. But even in the days when all the cities sent gifts, and all the princes came themselves to honor the marriage of the most beautiful of known women, the company, measured by what it represented, was insignificant by comparison with that which assisted at the nuptials in Athens. There were a full hundred of royal and princely persons, as in the old days; but almost any one of them might count for fifty of Homer's princes. It was a handsome tribute to the glory that was Greece's to play the *Persæ* of Æschylus, and a pretty piece of emblematic fancy to have the grand flights of Grecian thought wedded to the tender harmony of German music."

Hamerton, discussing in his *Human Intercourse* the question of a universal language, says: "What is considered practicable is the selection of one language as the recognized international medium, and the teaching of that language everywhere in addition to the mother tongue, so that no two educated men could ever meet without possessing the means of communication. To a certain degree we have



this already in French, but French is not known so generally, or so perfectly, as to make it answer the purpose. It is proposed to adopt modern Greek, which has several great advantages. The first is that the old education has familiarized us sufficiently with ancient Greek to take away the first sense of strangeness in the same language under its modern form. The second is that everything about modern arts and sciences, and political life, and trade, can be said easily in the Greek of the present day, whilst it has its own peculiar interest for scholars. The third reason is of great practical importance. Greece is a small State, and therefore does not awaken those keen international jealousies that would be inevitably aroused by proposing the language of a powerful State to be learned, without reciprocity, by the youth of the other powerful States. It may be some time before the governments of great nations agree to promote the study of modern Greek, or any other living language, amongst their peoples; but if all who feel the immense desirableness of a common language for international intercourse would agree to prepare the way for its adoption, the time would not be very far distant when statesmen would begin to consider the question within the horizon of the practical."

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"WHERE THERE'S A WILL THERE'S A WAY."

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Dear children, do not say,  
"I would, but then I can't";  
For where there's a will  
There's always a way,  
And 'tis only the will that you want.

# IN THE SCHOOL-ROOM.

[For The North Carolina Teacher.]

## THE DEATH OF 1889.

BY MARTHA MILLS NEWTON.

'Tis almost midnight, '89 is dying now;  
Oh, see how wan her cheek! Oh, feel how cold her brow!  
Tread softly lest she waken; in her dreams she sees the  
dawn.

O, list! the clock strikes twelve. Alas! her breath is gone.

We know rough winds have tanned her face, and lines of  
care

And age indent. We see them not, so strangely fair  
Her placid features look in death. Farewell, Old Year.  
Although sometimes unkind and cruelly severe,  
Oft when we looked for smiles from thee frowns would  
appear.

We grieve to part with thee, for thou art still so dear.  
We will forget the sorrow and the bitter tear,  
Recalling all the gladness of thy pleasures fleet,  
For often joys we taste no more are doubly sweet.

Farewell, Old Year. In memory only we shall meet;  
And yet we will not grieve for thee, but turn and greet  
The babe thou leavest to our care—The Infant Year;  
So innocent, Oh, welcome her, she too is dear.  
Oh! let not sorrow dim her morn; the clouds of care  
Too soon may shade her brow so smooth and fair.  
She knoweth not her mother year died at her birth,  
But with her life untouched by pain she comes to earth.  
So perfect now and fresh the bud, may it unfold,  
And prove a fragrant blossom with a heart of gold.



## ANSWER TO MATHEMATICAL PUZZLE.

A number of replies have been received to the following puzzle as published in the December number of THE TEACHER, but up to this time not a single one was correct:

One-third of twelve, if you divide  
By just one-fifth of seven,  
The true result—it has been tried—  
Is sure to be *eleven*.

The correct solution is as follows:

$$\begin{aligned}\frac{1}{3} \text{ of TW—EL—VE} &= LV = 55 \\ \frac{1}{5} \text{ of SE—V—EN} &= V = 5 \\ 55 \div 5 &= 11, \text{ Answer.}\end{aligned}$$

Now isn't it easy!

## TEACH THEM TO SPELL.

In every school there should be, each day, one general exercise in oral spelling with each pupil beyond second reader grade. Don't neglect this for fear that you will use the spelling-book too much. The main complaint, concerning public education, is that the children are not taught to spell correctly all the words they have occasion to use in practical life.

Many otherwise intelligent boys and girls have failed to secure good paying situations because they were not correct spellers. Business men may tolerate a poor handwriting, but bad spelling, never.

The orthography of words which we are to use in life must be *memorized* thoroughly; the meanings of the words will be learned largely by use of them. Besides, a child must know the spelling of numbers of words which may never be used.

GOOD ADVICE FOR BOYS AND GIRLS.

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Here are some old rules; the reason they keep from one generation to another is because they are so valuable: We have no doubt that Abraham and Isaac were told these rules.

Never betray a confidence. Never leave home with unkind words. Never give promises that you cannot fulfill. Never laugh at the misfortunes of others.

Never appear to notice a scar, deformity or defect on any one present.

Never fail to be punctual at the time appointed.

Never answer questions in general company that have been put to others.

Never make yourself the hero of your own story.

Never clean nails or pick the teeth in company.

Never fail to give a polite answer to a civil question.

Never present a gift saying it is of no use to yourself.

Never call attention to the face or form of another.

Never read letters which you may find addressed to others. Never question a servant or child about family matters.

Never fail, if a gentleman, of being civil and polite to ladies.

Never send a present hoping for one in return.

Do not arrest the attention of one to whom you wish to speak by a touch; speak to him.

Never refer to a gift you have made or a favor you have rendered.

Never look over the shoulder of another when he is reading or writing.

Never, when traveling abroad, be overboastful about your own country.

Never associate with bad company; have good company or none.



THINK ABOUT THIS.

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As a teacher, which do you make the greater effort to do, train the mind of the child or store it with facts? To which do you attach the more importance, what the child learns, or how he learns? Do you develop thinking power in the pupil or do you cram him with facts after the Gadgrind fashion? Is it the intention of your teaching to give the pupil knowledge or the power to acquire knowledge?

Your answer to these questions will be sufficient to determine whether you are a teacher or whether you are rattling around in a teacher's place with the vain idea that you are filling it. What you teach is of importance, but how you teach it is of more importance. You may object that it is slow work to teach a child to think, and that you can make more rapid progress by teaching him to work by rule. So you can, seemingly.

It is slow and laborious work to train a pupil to think, but this is abundantly compensated for by the power it gives of advancing rapidly, as the power to think develops, and in the clearness of comprehension and growing understanding which the pupil brings to his work.

It is the duty of the true teacher to make his pupils independent thinkers, giving them only sufficient help to keep them in right lines and habits of thought. To do this requires patience and persistent effort on the part of the teacher. He must have the staying power that will enable him to hold a pupil to a line of thought until it is mastered. The discipline that both teacher and pupil gain in doing this will make the next difficulty more easily overcome.—

*Central School Journal.*

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“I slept and dreamed that life was beauty—  
I awoke and found that life was *duty*.”

## IT CAN BE DONE.

The following represents the complete solution of a problem in square root. The puzzle is to discover the figures represented by the dashes:

$$\begin{array}{r}
 \text{---} 4 3 \text{---} 3 \text{---} 4 ( \text{---} \text{---} \text{---} \text{---} \text{---} \\
 \text{---} \text{---} ) \text{---} \text{---} \text{---} \\
 \quad 4 \text{---} \text{---} \\
 \text{---} \text{---} \text{---} ) \text{---} 1 \text{---} \text{---} \\
 \quad \text{---} \text{---} \text{---} \\
 \text{---} \text{---} \text{---} ) \text{---} \text{---} \text{---} 4 \\
 \quad \text{---} \text{---} \text{---} 4 \\
 \quad \text{---} \text{---} \text{---}
 \end{array}$$

J. H. FEZANDIE.

[To the first teacher who will send a complete solution of this problem in Square Root we will give a subscription to the *Weekly News and Observer* for the year 1890.—EDITOR.]

## COMMON SENSE.

A good teacher always has good scholars. A teacher who has reason to complain much about lack of interest on the part of her pupils ought to begin to inquire in what respect she is herself at fault.

There are two important reasons for which a teacher is employed; one is to test the scholar's knowledge of the lesson which he has studied, and the other is to see that he studies the lesson, and to cultivate in him a desire for study. Good methods usually succeed in awakening the interest of the pupil.



The teacher who uses the best methods is the one who gives the most thought, time and money to the work. We always think it a good sign when teachers desire educational books and papers. Teachers who have those essentials to good work will, in the end, have a good school, and their pupils will have good lessons, and like to get them.

If a teacher is discouraged let her begin to invest some money in educational literature, and she will soon find that many ideas are better than one, many methods well studied will develop into one method which will renovate her work.—*Central School Journal*.

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### THE LADY TEACHER.

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You can tell her by her manner

When you meet her on the street,  
For she walks as if she meant it,  
Treading squarely on both feet.

If some friend should introduce you,  
You would know her by her talk,  
Which is fully as decided  
As the manner of her walk.

She is versed in many matters,  
And she always has a view  
Which she clings to in a manner  
That would shame the strongest glue.

But she is so sweet and winsome  
(This her anger will allay),  
You could talk with her forever  
Just to let her have her way.

—*Selected*.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1889-'90.

## OFFICERS:

|                               |                   |
|-------------------------------|-------------------|
| HENRY LOUIS SMITH, President, | Davidson College. |
| HUGH MORSON, Treasurer,       | Raleigh.          |
| EUGENE G. HARRELL, Secretary, | Raleigh.          |

## VICE-PRESIDENTS.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. J. Y. Joyner, Goldsboro.        | 5. Rev. J. F. Crowell, Trinity Col. |
| 2. Rev. W. R. Atkinson, Charlotte. | 6. S. M. Finger, Raleigh.           |
| 3. Rev. T. M. Jones, Greensboro.   | 7. Rev. C. E. Taylor, Wake Forest.  |
| 4. J. A. Holt, Oak Ridge.          | 8. Rev. J. W. Woody, New Garden.    |
| 9. M. C. S. Noble, Wilmington.     |                                     |

## EXECUTIVE COMMITTEE.

|  |                              |
|--|------------------------------|
| Henry Louis Smith, Chairman ( <i>ex officio</i> ), Davidson College. |                              |
| Eugene G. Harrell, Secretary ( <i>ex officio</i> ), Raleigh.         |                              |
| Chas. D. McIver, Raleigh.  | P. P. Claxton, Asheville.    |
| Geo. T. Winston, Chapel Hill.  | D. L. Ellis, Nashville.      |
| A. C. Davis, LaGrange.   | R. H. Lewis, Hendersonville. |
| W. A. Blair, Winston.  |                              |

## COUNSELORS.

Each County Superintendent in North Carolina.

## SEVENTH ANNUAL SESSION.

In the Assembly Building, at Morehead City, N. C., June 17 to July 1, 1890.

## PREPARING FOR WORK.

The Executive Committee met in Raleigh on December 27. There were present President H. L. Smith, Professors Geo. T. Winston, W. A. Blair, Chas. D. McIver, P. P. Claxton, Dr. R. H. Lewis, Treasurer Hugh Morson and the Secretary.

It was decided to make the coming session of the Assembly, in June, even bigger and better than any previous



meeting, and to this end it is proposed to secure, as supplementary to native work, the services of some of the most noted and brilliant educators to be found in the Union. There will also be evening lectures by some of the most fascinating speakers of our country; among the number may be expected the celebrated Eli Perkins and the charming Talmage. The committee will meet again in a few weeks to complete the attractive programme.

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### A SOUTHERN EDUCATIONAL ASSOCIATION.

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The South is wide-awake to the importance of organizing a "Southern Educational Association." Since the meeting of the National Association, at Nashville, Tennessee, in July, 1889, the desire for separate organization, on the part of the Southern teachers, has been growing stronger.

This desire is even more strengthened when we call to mind the exceedingly bitter letter written during the meeting at Nashville by Mrs. Canfield, wife of the president of the National Educational Association. It is evident to teachers in the South that the ways of some Northern educators are not our ways, and they are steadily growing more unlike our ways, hence the necessity for separate organization.

Some of the journals of education in the South have heartily approved the call, as has been set forth in THE NORTH CAROLINA TEACHER, for a meeting of Southern teachers at Morehead City, N. C., on July 1, 1890, for the purpose of organizing the Association. There is no other place in the whole South more suitable than Morehead City as the place for this meeting, and some of its main advantages are as follows:

1. Cheap summer excursion rates may be secured to Morehead City (it being a popular summer resort) from any point in the country. These are much lower rates than can be secured to any inland city.

2. Morehead City, N. C., is one of the most delightful resorts on the Atlantic Coast. It has all the invigorating pleasures of sea-breeze, surf-bathing, fishing and sailing.

3. There is a splendid Educational Assembly Building, just erected at that place by the teachers. It is two stories high, containing a large auditorium, well lighted, ventilated and seated; has ten excellent committee-rooms and all necessary apparatus for educational work.

4. The new Atlantic Hotel, adjoining the 'Teachers' Assembly Building, is one of the largest and best summer hotels in the South. It can easily accommodate all who desire to attend the Association; the fare is first-class in every respect, and a special rate of only \$1.00 per day can be secured for members of the Educational Association.

5. Morehead City is easy of access by railway from any point and the passenger service on the Atlantic and North Carolina Railroad is first-class. Ample mail and telegraph facilities are in the Atlantic Hotel for the convenience of guests.

6. The temperature at Morehead City is exceedingly pleasant in the summer, and this is a most important point to be considered in a mid-summer meeting in the South. No other place in the Southern States can furnish such pleasant and comfortable weather at that season, and a meeting at Morehead City will be in every way delightful to all who attend.

We would be glad to hear from educators throughout the South in this matter, and if these suggestions meet their approval it is necessary that several important committees should be appointed at once to perfect all arrangements for the meeting.



For the principal committees we would respectfully suggest the following: ON RAILROADS—Governor Joe Brown, of Georgia; Mr. J. T. Gaines, Louisville, Kentucky; Mr. W. E. Thompson, Little Rock, Arkansas; Major Robert Bingham, Bingham School, North Carolina; Hon. Chas. Orr, Savannah, Georgia; Mr. H. Lee Sellers, Galveston, Texas; Mr. W. S. Chadwick, New Bern, North Carolina; Professor N. D. Johnson, Columbia, South Carolina; Professor Henry E. Chambers, New Orleans, Louisiana, and the editor of each educational journal in the Southern States.

ON PROGRAMME—Professor J. H. Shinn, Little Rock, Arkansas; Dr. Kemp P. Battle, Chapel Hill, North Carolina; Hon. F. M. Smith, Nashville, Tennessee; Hon. Solomon Palmer, Montgomery, Alabama; Hon. Albert J. Russell, Tallahassee, Florida; Hon. James S. Hook, Atlanta, Georgia; Hon. James A. Breaux, Baton Rouge, Louisiana; Hon. M. A. Newell, Baltimore, Maryland; Hon. J. R. Preston, Jackson, Mississippi; Hon. James H. Rice, Columbia, South Carolina; Hon. Oscar H. Cooper, Austin, Texas; Hon. James L. Buchanan, Richmond, Virginia; Hon. Benjamin S. Morgan, Charleston, West Virginia; Hon. J. D. Pickett, Frankfort, Kentucky; Hon. S. M. Finger, Raleigh, North Carolina; Professor J. D. Anderson, Huntsville, Alabama; Miss M. Rutherford, Athens, Georgia; Dr. W. A. Candler, Oxford, Georgia; Colonel J. W. Nicholson, Baton Rouge, Louisiana; Dr. Daniel Gilman, Baltimore, Maryland; Professor Henry L. Smith, Davidson College, North Carolina; Dr. H. E. Shepherd, Charleston, South Carolina; General G. W. C. Lee, Lexington, Virginia; Dr. Charles W. Dabney, Jr., Knoxville, Tennessee, and Mrs. J. E. B. Stuart, Staunton, Virginia.

## ASSEMBLY NOTES.

THE SECRETARY has just returned from Morehead City, where he has been to see that our Teachers' Building is put in thorough order for the session in June. The building is in excellent condition and the sea-breezes of the winter have done but little damage.

SHAPE ALL your work for the year with a view to spending at least ten days at Morehead City with the Teachers' Assembly, in June. The trip will do you good. The Atlantic Ocean is a great restorer of energies after the exhaustion of a school term of hard work.

ONE OF the features of the Assembly this summer which will give most pleasure to the teachers will be the exceedingly sweet and pathetic singing of Captain Frank Cunningham, of Richmond, who is the most gifted man in song-power to be found in the whole country. He will spend several days with the teachers at Morehead.

IT IS A pleasure to know that the almanacs have given us beautiful moonlight nights during the session of the Assembly in June. The sound of music and merriment will be heard on the waters of Bogue Sound until late in the evenings, and there are few things more delightful than a moonlight sail with a pleasant and congenial party of gentlemen and ladies.

THE *Gazette*, Little Rock, Arkansas, most heartily indorses the proposition to organize the "Southern Educational Association" and approves Morehead City as the place of meeting. The editor says that a number of Arkansas teachers have already said they would attend and he thinks there will be a party large enough to secure a private car for the trip. The Old North State wants to welcome at least two hundred Arkansas teachers at the meeting, and we will try to carry a similar number of North Carolina teachers to Little Rock in 1891, when the second meeting of the Association is held.



# EDITORIAL.

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## OUR EDUCATIONAL CREED.

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We believe in NORTH CAROLINA as the greatest State in the American Union.

We believe in a practical English education, at public expense, for all our people; in reasonable and equitable taxation upon property and all polls, and a special tax of one dollar upon each dog, for the support of a system of good common schools at least four months annually; in a STATE TRAINING SCHOOL for teachers; in uniform grade of examinations for teachers in the public schools; and in equal educational advantages, with separate schools and teachers, for the Caucasian and negro races in our State.

We believe in only first and second grade certificates to teach in the public schools—first grade certificates to be valid for life or good behavior; equal salaries for equal work to male and female teachers; and in the admission of girls as students to the full course of study at the University, with diplomas upon graduation.

We believe in women as equal with men to serve on school boards, committees, and as principals or superintendents of public schools; in a legal school age from six to eighteen years; in a twenty-four months' attendance at some regular public or private school required of every child of sound mind in the State; in less theorizing and experimenting, but in more honest and practical teaching, and in best work only with best prices paid therefor.

We believe in a system of good private schools, academies, seminaries and colleges; in Teachers' Councils, Reading Circles, County Institutes and Young Folks' Reading

Clubs; in new methods of teaching only when they have been tried and are known to be better than old ones, and in the right of each teacher to select whatever text-books may be best suited to his work and school.

We believe in the NORTH CAROLINA TEACHERS' ASSEMBLY and its power for good; in THE NORTH CAROLINA TEACHER, its defense of our teachers and protection of their schools from imported humbuggery; in progressive education which strives more to build up our schools than to give prominence to a few individuals; and in the inalienable right of each and every thinking teacher to think and act for himself in the school-room, wholly untrammelled by special or general supervision.

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THE NEW year is bringing great numbers of new subscriptions to THE TEACHER. Thank you.

A NUMBER of excellent contributed articles were crowded out of this issue and they will appear in February number.

THERE ARE two great demagogues in the educational profession—the man who sets himself up to denounce the use of text-books in school work, and the man who severely criticises all text-books which he does not happen to like.

THE EUROPEAN chapters in this issue of THE TEACHER were written by our special friend, Professor Geo. T. Winston. We are sure that the graphic descriptions will be greatly enjoyed by all our readers.

THE NORTH CAROLINA TEACHER has been awarded a Diploma of Merit by "L' Administration d' Or de l' Exposition Universelle de 1889," at Paris. The document is 33 × 55 centimetres in size and is printed in the highest style of French typographical art. North Carolina again ahead!



SOME EDUCATIONAL fanatics of Boston have introduced the study of Volapuk into the public schools of that city. The Boston papers speak of it as the "most senseless of nonsense." We expect to see it now imported into some North Carolina graded school very soon!

IT HAS BEEN said of the man who pleads his own cause in the courts without aid of counsel that "he has a fool for a client." What shall be said of the teacher who thinks he can educate a child without the aid of grammar, speller or other text-books upon the subjects to be taught?

THE BEST way yet devised to sell a school book is to continually abuse it. This is true in the case of the "Blue Back Speller." The recent attacks upon it have sold thousands of extra copies of the book during the past year. Some things may die if let alone, while all efforts to kill them only give them new life and activity.

MISS ADELIA TAYLOR, of Claresville, Virginia, who was a member of our European party the past summer, is making, for our book of the tour, a number of most excellent and interesting sketches of scenes and places incident to the trip. Miss Taylor is a fine artist and her sketches will form a valuable feature of that memorable volume.

ONE OF the most useful and valuable habits to teach a child is economy and saving. In no better way can this be done than by organizing in your school a Savings Bank. Have duly qualified officers for the bank, and let each child attend to the deposit of its savings and transact all other business necessary to keeping its account with the bank. Thus correct and prompt business principles may be inculcated, such as will be very important to a boy's success in life. Suppose you organize a Savings Bank in your school at once to continue business until the close of your present session, and we think you and your pupils will be delighted with the experiment.

THE STATE TEACHERS' INSTITUTES for the counties began again on January 20th, at Henderson and Snow Hill. Every public school teacher should be in attendance. It will do them good. We will be glad to publish a brief report of every Institute held in the State this year, if the conductors of them will appoint some teacher at each place to send us the information.

A PROMINENT educator in North Carolina says that our criticism upon the use of the word "last" for "latest" in the following sentence is unsupported by authority: "THE NORTH CAROLINA TEACHER in its last issue has this to say," etc. We have given our opinion upon the matter (in December number) as supported by Webster, Bardeen, Soule and other noted scholars, and the question is now open for discussion by those who choose to disagree with the authorities cited.

A LEADING teacher has asked why we object to Boston methods being used in our public schools. "Are not all minds alike, and cannot a method be used with a North Carolina child as well as with a Boston child?" We answer in the affirmative, and that is the very reason we object to the imported methods. They are ruining the minds of the Boston children and will also hinder the education of our North Carolina children. We don't want such machinery.

THE NORTH CAROLINA TEACHER has at least a thousand more readers than it has subscribers! A number of teachers in this State who claim to be prominent in the public school work, and who often denounce other teachers in general because they do not read a book or journal on teaching, have not paid for THE TEACHER in years—yet they read every copy that is published, and have most to criticise in the policy of the journal! Occasionally we hear that some graded school superintendent does not like cer-



tain editorials, and we open our subscription book and, lo! his name is not there! Then we wonder who is paying for the copy of THE TEACHER that he is reading so regularly.

THE MERCHANTS of Boston, Mass., are complaining that they cannot find any graduates of the public high schools of that city who understand arithmetic, spelling and composition well enough to attend to business or write a respectable letter. Too much machinery and not sufficient common sense at work in those schools. "Phonics," "sand-molding," "slojd," "shoe-pegs, splints and peas," "diacritical marks" and such things cannot educate a boy or girl.

THE EDITOR has, since the publication of the December number of THE TEACHER, received many hundreds of kind expressions of thanks from teachers for his defense of them in the severe onslaught upon their character and intelligence as made by Mr. Moses, of Tennessee, Superintendent of the Raleigh Public Schools. While THE NORTH CAROLINA TEACHER exists it will always try to be the best friend to the teachers of our State, and it will shirk no duty to them or to the boys and girls of North Carolina.

HAVE YOU ever read "The Evolution of Dodd"? It is an educational story and is the most interesting book of this century to teachers. Among other amusing things an insight is given into the various humbug methods of education, such as are found throughout the country at this time. Messrs. Alfred Williams & Co. will send it to any address on receipt of price, twenty-five cents, or we will *give* a copy to every teacher who sends one dollar for subscription to THE NORTH CAROLINA TEACHER. Be sure to obtain a copy of the book in some way, and read it carefully.

## ABOUT OUR TEACHERS AND SCHOOLS.

Are you now teaching? Let us hear from you.

Miss Capitola Grainger has a good school near Kinston.

Miss Marietta Sutton is teaching near Kinston, Lenoir county.

Miss Nina Webb is teaching a private school at Morehead City.

Miss Willie Rountree has a school at Pantego, Beaufort county.

Miss Ella Pritchett has a good school at Pritchett, Jones county.

Mr. Chas. L. Coon has a good school at Denver, Lincoln county.

Mr. A. C. Hottenstein is teaching at Lincolnton, Lincoln county.

Mr. W. M. Early has a good school at Wadesboro, Anson county.

Mrs. J. M. Barbee has resigned as teacher in Raleigh Graded School.

Miss Carrie V. Dail is teaching a private school at Snow Hill, Greene county.

Miss Ida Grissom is teaching a public school near Henderson, Vance county.

Miss Cynthia Tull, of Kinston, is teaching at Wilson's Mills, Johnston county.

Mr. R. L. Patton is principal of Amherst Academy, at Morganton, Burke county.

Miss Lee Parker, of Wilson, is teaching music in Richland's Institute, Onslow county.

Miss Fannie E. Thompson, of Chatham, is teaching at Leaksville, Rockingham county.

Mr. J. H. Swindell has charge of the academy at Morehead City. About forty pupils enrolled.

Miss Rossie Williams is teaching in the primary department of the Kenansville High School.

Mr. J. J. Partridge (Trinity College) is principal of the high school at Jonesboro, Moore county.

Mr. S. M. S. Rolinson has a fine school at Hatteras, Dare county. Fifty-four pupils enrolled.

Mr. DeBerniere Whitaker has been elected as teacher in the Centennial Graded School at Raleigh.

Miss Hattie Dail is teaching a private school at New Bern. She is very much pleased with the work.

Miss Rosa Waddell, of Smithfield, is music teacher in Carolina Institute, at Nashville, Nash county.



Rev. Chas. S. Farriss (Wake Forest) has charge of the Chair of Languages in High Point Institute.

Mr. A. G. Spruill (Wake Forest College) is principal of Ashpole Institute, at Leesville, Robeson county.

Messrs. W. F. Marshall and E. L. Barnes are principals of Finley High School, at Lenoir, Caldwell county.

Miss Virginia T. Hines has just opened a school at Pernell, Wake county, with thirty-three pupils enrolled.

The Horner School, at Oxford, began the spring term on January 13th, with the largest attendance in several years.

Mr. W. P. White is principal of Highland School, at Gibsonville, Guilford county. Twenty-four pupils are enrolled.

Mr. G. W. Holmes (Trinity College) will take charge of the High School at Yadkin College, which opened on January 6th.

Miss Maggie Inman, of Henderson, has taken a position as music teacher in Ashpole Institute, at Leesville, Robeson county.

Lexington Seminary, Professor W. J. Scroggs, principal, is doing better than ever. One hundred and twenty-five pupils now enrolled.

Mr. Leon Cash is principal of Smith Grove Academy, Davie county. He is assisted by his wife. The school is in a prosperous condition.

Mr. John J. Blair has been elected superintendent of Winston Graded Schools in place of his brother, who has resigned to engage in other business.

Davidson County Teachers' Council grows in interest with each meeting. Professor W. J. Scroggs, Principal of Lexington Seminary, is president.

Miss Nannie Gary Blackwell, formerly teacher of languages in Davenport College, will open a private school for girls at Lenoir, Caldwell county.

Elizabeth City Academy is enjoying great prosperity. Over one hundred and forty students are enrolled for this term. Mr. S. L. Sheep is principal.

Mr. Y. D. Moore is principal of Powelton School at Lenoir, Caldwell county. It has been a prosperous term. The present session will close March 1st.

Cherry Grove Public School, near Durham, under the management of Mr. W. E. Young and wife, has an average attendance of near one hundred pupils.

The people of Winston will soon erect another building for public graded school purposes. The growth of the city requires this additional school accommodation.

Superintendent W. A. Blair, of Winston, and Major Robert Bingham, of Bingham School, attended the session of the Masonic Grand Lodge at Raleigh, 15th, 16th insts.

Mr. J. F. Cole and Rev. W. F. Watson, A. B. (Wake Forest), are principals of Carthage Academic Institute, Moore county. Prospects for a prosperous session have never been better.

Mr. E. W. Faucette, who has been teaching for more than forty years, has retired from the management of the noted Finley High School, at Lenoir, Caldwell county, to wear his well earned laurels in rest.

Mr. M. McG. Shields (University N. C.), the able County Superintendent of Moore, is rejoicing in the advent of a little son and heir, and all three members of the family have the best wishes of THE TEACHER.

Shelby now has a graded school. The faculty comprises Capt. W. T. R. Bell, Superintendent; Capt. S. E. Gidney, Miss Addie Gardner, Miss Curtis and Miss Lou Kendrick, teachers. We wish the school success.

Miss Maude Moore has a private school at New Bern. She spent two years at Twenty-seventh Street School, in New York, 1,400 enrolled, and she stood first in the school at graduation. Hurrah for the Old North State!

The Davis Military School, at LaGrange, opens the spring term with increased prosperity. The enrollment is far beyond two hundred and the regiment of young soldiers presents a very handsome appearance on the parade ground.

Mr. G. T. Adams has a very successful term at New Bern High School. Over two hundred pupils enrolled and the attendance is increasing. The school takes the place of the former graded school and the instruction begins at the third grade.

The Bingham School has as good a reputation abroad as at home, and thus it has brought *into* the State this term more pupils to the school than have gone out of the State to all the schools beyond our border. "May it live long and prosper!"

Mr. W. A. Blair, Superintendent Winston Graded Schools, has accepted the presidency of the People's Bank of Winston and retires from the profession. THE TEACHER regrets his departure and wishes him every prosperity in his new field of labor.

Oak Ridge Institute has enrolled two hundred and fifty-three different students during the year just closed. The school is to have a new Young Men's Christian Association building and gymnasium, to cost about \$2,000. 'Twill be built in the spring.

The boys of Raleigh say that one of the most delightful calling places on their New Year's round was at St. Mary's School. The young ladies who spent their holidays at the school gave the boys a splendid reception, and they were inclined long to linger there.



The State Teachers' Institute for Chatham county was conducted by Professor Chas. D. McIver, and forty-seven teachers were present. The Institute was very successful and State certificates were issued to Messrs. R. H. Dixon, D. F. Clegg, Ostie Perry and Dr. R. McIver.

The Baptists of North Carolina are preparing to establish a high grade denominational college for girls. It is to be a splendid institution, with a prompt endowment of \$200,000. Many towns in the State are bidding for its location, and the matter will be decided by the trustees on February 11th. The general desire of the denomination and of the State is that the college shall be located at Raleigh, the capital city.

There was a meeting of graded school superintendents at Raleigh on December 26th and 27th. Superintendent W. A. Blair, of Winston, was president, and there were in attendance eight superintendents and the two State Institute conductors. The number of white pupils enrolled in the public schools represented was about 5,000, and the salaries of the eight superintendents aggregated more than the average yearly salary of seventy-five public school teachers! During the meeting there were excellent addresses by Messrs. Kennedy, Hughes, Noble, Moses, Claxton, Alderman, McIver, Joyner and Major Finger.

The North Carolina Agricultural and Mechanical College, at Raleigh, is indeed an educational institution of which the State may well be proud. It is strictly first-class in every department of its work, and it is most admirably officered. Col. Holladay, the President, with Professors Massey, Kneally, Hill, Chamberlain and Withers, comprise a faculty which has no superior at any similar institution in the country. No visitor to the college can fail to be impressed both with the value of its particular work in our State and the excellent and thorough manner in which the training is done. When you come to Raleigh be sure to visit your Agricultural and Mechanical College. We have not asked Col. Holladay's permission to extend this general invitation, but he is such a clever man that we know you will find a welcome.

One of the most enjoyable evenings of the holidays was the reception and "old-style candy pulling" given by the young ladies of Peace Institute on December 25th. During the evening beautiful "promenade conversation" tablets, which had been prepared by Miss Jane Long, were presented to each person present. The five engagements on the tablet, with topics of conversation, were, I. "Good Time Coming." II. "Differentiation; Molecules, Protoplasm." III. "Ruins of Time." IV. "Your Last Trip to the North Pole." V. "Anything you Please. Weather Strictly Forbidden." Of course the promenaders were permitted to sandwich these scientific subjects with a few words of tender sentiment as might be suggested by time, place, occasion and companions, and it is natural to believe that the sandwich was by all odds the principal part of the conversational feast where all the surroundings were so beautiful and appropriate.

As the voices of the young ladies of Peace Institute have always been exceedingly pleasant to the ears so is the beautiful literary representative, "Voices from Peace," which is published by the graduating class, equally as pleasant to the eyes. The first number of the magazine appeared during the holidays, and it is in every way creditable to its fair manager and editors. The highest compliment ever paid THE NORTH CAROLINA TEACHER is to say that "Voices from Peace" is just like it in size, style and dress, and we give a cordial welcome to our young journalistic *sister*. The ladies of Peace Institute who have the publication in charge are Miss Nannie Burke, business manager, with the following editorial staff: Misses Fannie A. Burwell, May Rouse, Netta Hardison, Zoa Rigsbee, Maggie Smith, G. Rowland and E. Faucette. May the magazine enjoy a most happy and prosperous year and soon find its way to strong and hearty support as it has already found its way into the best wishes of the *alumni* and other friends of Peace Institute!

### CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do;  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE!

ON DECEMBER 23, 1889, Mr. W. E. Young, Principal of Cherry Grove Public School, near Durham, married Miss Verlester Rhodes, his assistant teacher. Both parties are members of the Teachers' Assembly and the bride was a member of the Teachers' European Party last summer.

MISS BETTIE KINSEY, a teacher in the Kinsey School, at LaGrange, N. C., was married to Mr. L. M. Nash, on December 24, 1889.

MISS LOIS ANDERSON, of the faculty of Clinton Female Institute, was married on January 2, 1890, to Mr. J. M. McIver, of Gulf, N. C.

MISS MOLLIE BAIRD, a teacher in the Institution for the Deaf and Dumb and the Blind at Raleigh, was married at Asheville, on January 8, 1890, to Mr. Gaston W. Ward, of Chapel Hill.

MISS ELIZABETH ADA BAKER, a teacher at St. Mary's School, Raleigh, N. C., and a member of the "North Carolina Teachers' European Party," was married to Mr. J. D. Wilson, of Clarksburg, West Virginia, on January 15, 1890. Mr. Wilson is a brother of Miss Virginia Lee Wilson, who was also a member of our European party. The bride and groom will in future reside at Laredo, Texas.

MISS KATE FULLER, teacher in the Murphey Graded School, at Raleigh, and a member of the Assembly and the Teachers' European Party, was married to Mr. I. F. Hill, of Duplin county, at Raleigh, on January 22d, 1890.



## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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TEACHER—"Johnnie, what part of speech is nose?" Johnnie—" 'Taint enny." "Ah, but it must be." "Mebbe your'n is because you talk through it, but the only part o' speech that I've got is my mouth."

TEACHER—"What was there remarkable about the battle of Look-out?" Little Dick (at the foot of the class)—"It caused bangs on the brow of a mountain."

TEACHER (to young lady in class)—"What is the meaning of 'absolve'?" Young Lady—"To release." Teacher—"Give me a sentence containing the word." Young Lady (looking out the window)—"Absolve that pig from the gate."

TEACHER—"Johnny, was George Washington married?" Johnny—"Of course he was." Teacher—"How many children did he have?" Johnny—"Why, fifty million. He was the father of his people."

A NEW JERSEY school-teacher gave a small boy the extensive subject "Man" for a composition, and this is what he wrote:

"Man is a wonderful animal. He has eyes, ears, mouth. His ears are mostly for catching cold in and having the earache. The nose is to get sniffles with. A man's body is split half-way up, and he walks on the split ends." Moral—Don't give a subject which is bigger than the boy.

SUPERINTENDENT OF GRADED SCHOOL—"Tommy, do you love your teacher?" Tommy—"Yes, sir, but she ain't stuck on me."

## GRAMMAR AND SENTIMENT.

"A kiss is but a common noun," cried Sue;

"Yes, very common," artlessly cried Lou;

"Yet, if 'tis common, it is proper, too!"

Cried Maude—a twinkle in her eyes of blue.

"It can't be both!" said Mabel, much perplexed:

And so they argued out the question vexed.

To one thing each at last made up her mind:

A kiss was something hard to be declined.

CUSTOMER (angrily)—"Look here, Hafton, what do you mean by sending me this coal bill a second time? Why, man, I paid that bill a month ago, and got a receipt for it!" Hafton (consulting the books)—"Um! Ah! Yes, I see. Well, don't mind that, my dear fellow. You see, my son was graduated from a business college, and this is some of his double-entry book-keeping."

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No. 6.

EUGENE G. HARRELL,      -   -   -   -   -   Editor.

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## THE CURBSTONE SCHOOL.

BY GEORGE COOPER.

They sat on the curbstone there,  
Ten little lads and lasses fair ;  
Each had a leaf or paper small,  
And the teacher began the roll to call.  
They folded their arms in a way demure ;  
Like the birds sang their voices, clear and pure,  
As they spelled in their reckless way  
The words the small teacher gave that day.

They cared not for any one passing by,  
Till somebody caught the teacher's eye ;  
Then her sweet laughter rippled out,  
And all of them joined her merry shout.  
The spell was broken, and school was done ;  
Away they all scampered to their fun,  
And whether they opened school that day  
On another curbstone I cannot say.

But I mused on their looks of earnestness,  
And their innocent voices come to bless,  
For the path I trod seemed rosier far,  
And clouds fade away where the children are.  
Then I thought of the great ones of the land,  
The teachers of good that honored stand  
To lovingly serve or grandly rule,  
Who had often been to the curbstone school.

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

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## CHAPTER IX.

THROUGH THE SCOTCH TROSACHS.

LEAVING GLASGOW—STEAMING THROUGH A LOVELY COUNTRY—THE ENCHANTMENT OF LOCH LOMOND—THE LAND OF ROB ROY—SENTINELS OF THIS "ENCHANTED LAND"—HOME OF WORDSWORTH'S "SWEET HIGHLAND GIRL"—"THE LADY OF THE LAKE"—BEAUTY BEYOND DESCRIPTION—THE TROSACHS—THE HIGHLAND BAGPIPER—CALLANDER—STIRLING CASTLE—IN EDINBURGH, THE SCOTCH CAPITAL.

(BY MRS. J. C. VON BUHLOW, HICKORY, N. C.).

After a good night's rest from our trip to Ayr, next morning, July 20, we passed out of the ancient and substantial city of Glasgow, away from the land of Burns towards that of Scott.

On our way to Queen Street Station, we crossed St. George's Square, so gay with flowers and stately with monuments. Conspicuous among these latter are the equestrian statues of the Queen and the late Prince Consort, who sit their horses lightly, for in '49, when they visited the city, they were young and gladsome.

How much that is beautiful in song and story, that was grand and heroic on battle-field and parliamentary floor, that is useful in workshop and field, is commemorated on that quadrangle!

Having, fortunately, purchased all of our tickets of Mr. Barrattoni while in New York, we now had no delay at



the station, but there again saw evidence of his thoughtfulness in the special private cars which had been provided and were awaiting us.

Our Secretary had secured a luggage car at the Central Station and had forwarded through to London, ahead of us, all our trunks, valises and other pieces of luggage, so we now had nothing to hinder us from enjoying to the fullest this lovely trip through the Scotch Trosachs.

As we steamed out of the city few people were abroad, for "Sandy" does not bestir himself very early in the morning, but by evening he has "gotten there all the same," if the general air of thrift and prosperity is a sign. Nowhere are there any weeds or foul fence corners or rickety out-houses.

The hay harvest is just over, the stacks stand thick on the fields, their thatch tied securely down against "November's surly blast" with stout straw ropes or wires. The hay is a strong Italian grass, light in color and "very nourishing," they told me. It needs be so to support the enormous horses and immense sheep that we saw. A variety of the latter, the *Leicester Bordus*, sometimes a weight of fifteen stone—two hundred and ten pounds—and carries a twenty pound fleece! Verily, *Auld Scotia* is the land of big *cattle* as well as of big *men*.

Our route took us past Dumbarton Castle, the place of Wallace's confinement after his betrayal by the "fause Monteith." It is said that his two-handed sword, five feet six inches in length, may still be seen in the armory.

At Balloch, the steamer was waiting and we were speedily afloat on the beryl-green waters of Loch Lomond, *the lake of the mountains*.

The noisy crowd were soon under the enchantment wrought by the commingling influences of sky, mountain and water; to speak loud seemed a desecration. According to the guide-book, "Loch Lomond, the queen of the Scot-

tish lakes, lies principally in the county of Dumbarton, twenty miles distant from Glasgow and six through the valley of the Leven, from Dumbarton. Its area is forty-five square miles, making it the largest lake in Great Britain; its length is twenty-three miles and maximum breadth six, gradually narrowing towards its northern extremity to less than half a mile, the depth varying with the width."

More than a score of islets—"Inches" they call them here—dot its surface, whose loveliness under a clear sky on a summer day cannot be described by pen of mine. They belong, for the most part, to the Earl of Montrose, who uses the largest (Inch-Murrin) for a deer park.

Inch-Lonaig and Inch-Tavanach have been converted at times into sanitariums for inebriates. The man who would not yield up his vicious appetites under such gracious influence is wholly past redemption. Inch-Caillaich was the burial-place of the MacGregors. "Upon the halidom of him that sleeps beneath the gray stone at Inch-Caillaich" was the favorite oath of that warlike clan.

The little boat sailed gently over the placid bosom of "this lake of beauty," landing here and there, where mountain coaches were waiting to take up the passengers. The scarlet coat of the guardsmen lent a bit of bright coloring to the defile up which they wound, suggesting the plaid of Clan Alpine, and one listened for the pibroch and the slogan of the highlander. Ben Lomond and Ledi and Voirlich, peaks of the Grampians, "sentinel this enchanted land," their heads, like the men who once fought about their feet, lost in the mist.

It must be remembered that this is the region where Rob Roy fought out his turbulent life. They show *Rob Roy's Rock*, an elevation thirty feet high, perhaps, whence he "ducked" his prisoners till they paid their ransom; the *Cave* where he hid his plunder; the *Still* where he made the "mountain dew"; the *Cabin* where Helen MacGregor



lived, and the *Fort* built to keep the refractory clan and chief in order, for Rob Roy MacGregor steps down from the realm of story on to the plain of every-day life, a cattle dealer, who traded not wisely, lost his property and turned freebooter. Despite all these facts he remains the *hero* of the magic tale.

We landed at Inversnaid, and while waiting for the coaches to carry us to Stronachlachar we clambered about the water-fall, where Wordsworth met the "Sweet Highland Girl," who, in the shimmer of the white water and the play of light and shade, seemed "like something fashioned in a dream."

The burn which discharges the waters of the tiny lake, Arclet, makes a delicious bit of scenery, which the canny Scotsman has made the most of.

The five miles' ride to the head of Loch Katrine was across the moors, which afforded our first sight of the heather. The road was admirably graded and so perfectly kept that not a jolt disturbed us. Coaching in Scotland is an unalloyed pleasure. A turn in the road, and lo!

"Loch Katrine lay beneath us rolled."

A long line of "Oh!'s" and "Ah!'s" will best describe this scene of wondrous beauty. The soul is lifted into a state where feeling cannot be formulated into words. It has been likened to "a sheet of silver, of molten glass, of rippling fire and flame, when the sun's rays are poured upon it." When we saw it, it was a sheet of molten emerald which the sun every now and then lit up with a dazzling radiance.

The narrow inlet, ten miles by two, is jealously guarded by the giants Ben Venue and Ben A'an. The captain, while he collected the tickets, quoted "Balquihdu Braes" and snatches from the "Lady of the Lake" as he pointed out the "Goblin's Cave" and "Ellen's Isle." "The aged

oak that slanted to the islet rock" was identified, and "a boat that from the silver strand," as we passed. We floated along under a spell, which the landing and a ride of a mile and a half through the Trosach's Glen did not dissipate.

The air of the Trosachs was so bracing and the scene so lovely that many of our party preferred to walk this short distance and their merry voices rang through that enchanted glen. In the midst of the glen we came upon a jolly picnic party of young ladies and gentlemen. They paid a handsome salute to our beautiful American flag which the Secretary waved, and they most cordially invited us to stop and join them in the dinner. However, we could only leave them our best wishes as we passed on to the hotel.

At the Trosach's Hotel, a castellated structure which has been evolved from the mound of a cabin since the publication of the "Lady of the Lake," a highlander blew a welcome on the bagpipe to the national airs of "The Campbells are Comin'," "Bonnetts o' Blue Owre the Border," and "Bluebells of Scotland." He was a tramp, doubtless, but he looked picturesque in his bare legs and kilt and flat blue cap worn on the side of his head. He enjoyed the playing and I enjoyed the listening, and I threw him a sixpence to buy "a wee drappit o' usquebaugh."

We stopped at the Trosach's Hotel for two hours for the party to partake of a most enjoyable lunch in that historic and romantic spot.

What an eye for color those highlanders had! The black and green of the Campbell tartan harmonizes so perfectly with the bracken and the mist as to render the wearer well-nigh invisible. How well they fought! How many of their dead have sunk into the depths of those mountain lakes, "unknelled, uncoffined and unknown"!

There remained eight miles to Callander, along Loch Achray and Vennachar, through the defile where Roderick



Dhu met James Fitz-James, over the "Brigg o' Turk" and past "Duncraggan's huts" and the "Muster place of Laurick Mead" and "Coilantogle Ford" where the fatal rencounter took place. I know it is all song and story, but on that day that we rode through it with the lines of Scott ringing in our ears it was a living reality. As we dashed along over this fine road the little urchins from the cabins along the route would throw to us small bunches of heather while they ran beside the carriages to catch the pennies which were in turn thrown to them.

At Callander we took our special train, which was awaiting us, for Stirling, where we made a hurried visit to that famous castle.

A broad steep street led us past some quaint old buildings, notably "Mar's Work," whose half ecclesiastical style of architecture is accounted for by the supposition that its materials were sacrilegiously taken from Cambuskenneth Abbey; *Argyle's Lodgings*, at one time the home of Sir William Alexander, who once owned Nova Scotia; Grayfriar's Church, founded in 1494 by James IV., where James VI. was crowned, John Knox preaching the coronation sermon. It is now divided into East and West Church.

The Castle stands upon the brow of a precipitous rock which overlooks one of the prettiest landscapes that we saw, the vale of Monteith, the Highland Mountains, the "links" of the Forth, the faintly marked ruins of Cambuskenneth Abbey, founded by David I. in 1147.

It is said that twelve battle-fields may be seen from the Castle loch, among them Bannochburn, 1314, no memorials of which remain save *Bon Stone*, in which the royal standard was placed. This fragment is protected from relic hunters by an iron grating and the place is marked by a flag-staff.

A garrulous guide "took us through," giving us a jumble of facts and figures, from which we gathered that its

name, Stirling, originated in *stirlin*, "*a place of strife*," which is not a misnomer, for it has been captured again and again, from the early Pictish times. It made so stout a defense against Edward I. of England that he had to bring all the besieging implements from the Tower of London before he could reduce it.

After Bannochburn it fell into Bruce's hands, was lost upon his death and recaptured for his son, and just here I got bewildered and could not follow his story.

There is a part of the building known as the *Palace*, built by James V., which contains an interesting collection of ancient arms, sochaber axes, coats of mail, helmets, etc., mingled with Knox's communion table, royal chairs, etc.

But the "lion" of the sights is the *Douglas Room*, where William, eighth earl of the name, met James II., 1452, under promise of safe conduct, and after a fierce controversy was stabbed by the irate monarch; the body was flung out of a little window, which is marked with the *bloody heart* and uplifted arm with hand clasping the dagger—insignia of the Douglas. In 1797 some masons making an excavation near the window found a skeleton, which is supposed to be that of the contumacious nobleman.

With a glance at the Wallace and Bruce Monuments we yielded to the summons, "time's up," and hurried to the station. A belated train brought us into the historic city of Edinburgh at eleven o'clock at night, all fully prepared for the excellent supper which awaited us.



## CHAPTER X.

## A SUNDAY IN EDINBURGH.

A BEAUTIFUL SCOTCH CITY—A FINE PICTURE FROM OUR HOTEL WINDOWS—"OLD" AND "NEW" EDINBURGH—SUNDAY—SERVICE AT ST. GILES' CATHEDRAL—PRETTY MARY SINCLAIR—HOW THE SCOTCH TAKE COLLECTIONS AT CHURCH—A HISTORICAL BUILDING—GRAVE OF JOHN KNOX—AN INTERESTING STROLL—A GLORIOUS VIEW—HAPPY CHILDREN—"SODA-WATER AND CHEWING-GUM."

The hotels at Edinburgh, while very handsome, are not very large; consequently we could not all be entertained at the same house. The Secretary had made every arrangement for the party by telegraph before leaving Glasgow, and we were comfortably roomed in three of the most elegant hotels in the city—Windsor, Clarendon and Palace.

These hotels are situated on Princes Street, almost opposite the imposing Walter Scott Monument. They are on the same block, very near together, and are just under the eaves, apparently, of the noted Edinburgh Castle, which looms up so grandly about a quarter of a mile distant, directly in front.

How beautifully the glorious sunlight flooded the handsomest city in Scotland—Edinburgh—on that Sunday morning, July 21st, 1889! The air was invigorating and inspiring by reason of the high northern latitude and the character of the country. Even the proverbial Scotch haze in the atmosphere seemed to have disappeared forever, letting the enchantment of the great blue arch of heaven increase a thousandfold the loveliness of the magnificent scene which art and nature had spread before us.

Although we were really tired by reason of the constant sight-seeing labors of the past two days, yet who could sleep away the hours in such a charming land as that in which we sojourned! The excitement of the scenes and

surroundings was almost as refreshing to wearied nature as that "sweet restorer" sleep.

We were awake at an early hour on that Sunday morning, and, after rapid toilets and a good breakfast, the party began to gather instinctively in the drawing-rooms of our hotels to exchange expressions of admiration and surprise at the experiences of our trip. The thorough congeniality which existed throughout the company contributed largely to the pleasure of this full and free intercourse with one another.

From the large *boudoir* windows of our elegant hotels we looked upon a scene the beauty of which can scarcely be described. Just before us is the Princes Street Garden, which seems to occupy the deep ravine that divides the "Old" from the "New" Edinburgh. The ground is laid out most artistically into walks, drives, plats and beds, and the whole garden is attired in most gorgeous raiment of rare and rich flowers and evergreens, while here and there a bubbling fountain refreshes the plants and enriches the view.

Across the ravine and on an immense hill stands the famous Castle, looking down upon us like a lonely sentinel from the centuries that are gone. A wonderfully imposing structure it is, and, as we gaze at it crowning those steep and mighty precipices, it appears to us that nature, art and the indomitable labor of the Scotchmen have combined their skill in constructing an imperishable and impregnable retreat from the assaults of all the armies of the world!

The formation of the city of Edinburgh is strikingly peculiar. It is laid out upon three long parallel ridges of considerable elevation, and this variety of position renders the city most eminently picturesque. There are really two distinct sister cities, known as "Old Edinburgh" and "New Edinburgh," and although the general appearances of the kinship in the two sisters are unmistakable, yet the



visitor, as he carefully notes the characteristics of each separately, is inclined to the opinion that the elder of the sisters was born the day after the deluge, while the younger one is only about a year old.

“Old Edinburgh” is situated upon the highest and longest of the ridges. The buildings are of the quaintest of shapes and sizes, some of them on the ridge and along the steep slopes rising to the height of twelve or fourteen stories, to which various additions have been made during the ages until they appear to have been simply thrown together by some earthquake. Many of them are much larger at the top than at the bottom. The streets are exceedingly irregular and narrow, and in some of them the neighbors can stand in their doorways and shake hands with each other across the street! All streets lead to the Castle. You can’t get lost in Old Edinburgh, for you will be sure to reach the Castle if you only keep walking.

The streets which lead from the top of the ridge down the slope to the bottom are simply holes in the wall like railway tunnels; the pavement is slick and damp, and the children in going through the streets simply keep their feet close together and in a squatting posture shoot down like a rocket, bringing up all right some two hundred yards below. A perpetual toboggan slide!

“New Edinburgh” is—well, one of our young men, in his admiration, strongly described it as follows: “But she’s a dandy on full-dress parade, and no mistake!” He wasn’t far wrong. The streets are long, wide and straight, well paved and almost as clean as a floor in a private residence. The buildings are all constructed of a white stone much like marble, which is quarried in the neighborhood. They are remarkable for their excellence and elegance of architecture.

It is impossible to view such a city without feelings of highest admiration, and it is not strange that Sir David

Wilkie said of Edinburgh, "What the tour of Europe was necessary to see elsewhere I now find congregated in this one city. Here are alike the beauties of Prague and of Salzburg; here are the romantic sites of Orvieto and Tivoli, of Genoa and Naples; here, indeed, to the poet's fancy, may be found realized the Roman Capital and the Grecian Acropolis." In this handsome Scotch metropolis are found such beautiful structures, so many splendid educational institutions and such clever and intelligent people that it may well be called the "Modern Athens."

"Well, Major, what are we going to do to-day?" inquired Mrs. Brodnax of the Secretary, as a number of our party stood in the large window of the Palace Hotel on Sunday morning just after breakfast.

"We are now in Scotland," replied the Secretary, "and this is Sunday. John Knox was the founder of the Scotch faith and he decreed that his people should do but one thing on Sunday—go to church. Those who want recreation in the forenoon must go to church; for diversion in the afternoon they go to church; for pastime in the evening they go to church. Sunday is *Sunday* in Scotland. We see it everywhere as we look around us. Glance down Princes Street—last night it was thronged by a hundred thousand people; you can now count on your two hands the persons seen from here to Calton Hill. Not a street-car running, no vehicles of any kind are to be seen, not even a boot-black could be found if you hunted for him all day with an English sovereign in your hand to pay him for a shine. You couldn't hire a team for a ride if you offered twice the value of the turnout—no, it would be easier and cheaper to charter an ocean steamer to-day, for a trip to Australia, than to hire a horse and buggy in Edinburgh to ride a single mile! It is nothing but walk to-day—and it is walk only to church. At precisely a quarter to eleven o'clock, and for fifteen minutes thereafter, you will see



Princes street full of people—men, women and children—who will all be moving quickly, and all will be going to church. At just half past twelve, continuing for fifteen minutes, the street will be again thronged with the same people—all returning home from church. Now, the best and only thing for us to do to-day is exactly as John Knox instructed his people to do—go to church, at fifteen minutes to eleven o'clock. Yonder is Saint Giles' Cathedral—Presbyterian—a short distance to the left, and over here to the right is Saint Mary's Cathedral—Episcopal; both will have service and our party will divide between the two as each person may prefer."

This proposition met with unanimous approval by the party. Saint Giles' Cathedral being one of the most celebrated buildings of historical interest to be found in Scotland, with the further inducement that we would hear the established religion of Scotland preached, a large majority of the party decided to attend service there. This decision was more speedily reached upon a hint from the Secretary that possibly we might be able to do a little sight-seeing quietly in the building immediately at the close of the service. A few persons, however, preferred to attend morning service at their own church and therefore attended Saint Mary's Cathedral.

At the appointed time the street was full of people, as expected, and all were moving in the direction of the churches. We formed our company into a "column of twos" and fell in with the throng. We created something of a sensation among those clever Scotch people as we marched out of the Palace Hotel, there seeming to be no end to the column. They wondered who we were, where from and where bound, and what was the object of such a delegation, or invasion.

However, everything appearing strange about us and our movements was soon amicably and satisfactorily explained

to the crowd by a knowing little youngster who sang out to his companion in a surprised tone loud enough to be heard a block or two away, "Hey, Sandy! them's *Yankees* from Amiriky goin' to the Kirk!" In the word "Yankee" he gave the broadest sound of "a" and that added intensely to the humor of his announcement. We laughed heartily at this unique introduction to the crowd—we couldn't keep from it even if it was Sunday—but we inwardly begged pardon of the spirit of that good man, John Knox, and resolved that we would try to atone for the offense of our levity by attending every Presbyterian service which should be held in Edinburgh on that day.

Saint Giles' Cathedral dates from the thirteenth century, and Rev. Dr. Lees, its pastor, says, "There is no great event, joyous or sorrowful, in the history of our country that has not sent a thrill of feeling within these walls." It is an imposing and massive structure situated on the summit of the ridge in Old Edinburgh. Its tall, lantern-like spire, towering far above all other objects around it, inspires the beholder with the sacredness of the edifice and even a greater reverence for the exceedingly spiritual, practical and comforting religion of the people of Scotland.

When we reached the gate of the Cathedral a big "notice" confronted us to the effect that "members will enter at the west door and visitors are requested to enter by the south-west gate." We obeyed these general orders, and, being "visitors," we changed our course and soon appeared in the south-west seeking admission.

It being not quite the hour for service to begin, all visitors were conducted into a portion of the great auditorium cut off to one side by an iron railing. Here they were obliged to remain until all members had taken their accustomed places in the body of the room, and the members were allowed until five minutes before the opening hour for this purpose. The iron doors were then thrown open,



the great organ pealed forth its voluntary and a general scramble occurred as the hundreds of visitors took possession of the unoccupied chairs.

While enjoying the voluntary we tried to take occasion to look about the room to admire its magnificent proportions, although an exceedingly sweet little Scotch lassie, with golden hair and blue eyes, sought to forestall the Secretary in his efforts to examine the building during the service by most politely handing him a hymn book and a Bible, with this invitation in words most charmingly accented after the manner of Robbie Burns, "Won't you, please sir, join us in the service? We all read the Bible lesson with the preacher."

Could the Secretary, while representing the proverbial gallantry of the Old North State, say less than, "Certainly, I shall be most happy to join you in the service." Whereupon she opened the Book at the lesson and held one side of it for him. He read the Scriptures and forgot all about the Cathedral and almost failed to see the collection basket when presented. Was "searching the Scriptures" ever before such a delightful and inspiring occupation! Verdict is withheld for lack of evidence.

The Secretary, under pretext of claiming of his fair companion the privilege of finding the next selection to be read, took occasion to examine the fly-leaf of the Bible to learn the name of that strikingly beautiful little maiden who had succeeded so admirably as a missionary to the Americans. He read, "Mary Sinclair, George street, Edinburgh, Scotland."

The ritualistic portion of the Presbyterian service of Scotland is very much like that used by the Church of England, in fact a stranger scarcely notes a difference. The sermon of the morning was a most excellent one by Rev. Dr. Lees, the pastor of the church.

The true, earnest, consecrated devotion of the speaker profoundly impressed his hearers, and it is not strange that we entered with the spirit into the pure Scotch Presbyterian worship of that memorable Sabbath morning. The hymns selected were all appropriate to our feelings and the choir sang them "with the spirit and with the understanding," and our souls seemed to be full of the melody even though the tunes were wholly unfamiliar to us.

It may have been the kind courtesies of the "bonnie lassie" sitting beside us, or the presence of the beautiful girl of our party who had accompanied us and occupied the chair to our left, or it may have been the fine weather, the imposing auditorium, the country, or perhaps it was a combination of all these various influences, but, anyhow, something made that service a most interesting and enjoyable one to us, and we afterwards felt a great deal better by reason of having attended it.

Most of the churches in Scotland have a peculiar and practical custom by which the regular contributions are received on Sunday morning. There is placed in the centre of the vestibule a marble collection-basin; two elders of the church stand beside it during the assembling of the congregation and all the contributions are put into this basin by the people before they pass into the auditorium.

We like the plan very much, because: Everybody gives something—no person being brave enough to pass that offering-place and those two elders without opening his pocket if not his heart; the officers of the church have opportunity of talking with delinquent members in the vestibule to make them settle up; the service is not broken into after it is begun and everybody disturbed and set to whispering while the collection-baskets are passed up and down the pews. We would be glad to see all the churches in North Carolina adopt this method and cease to destroy our enjoyment of a good hymn by shoving a collection-basket in our faces.



After the benediction we decided that surely there could be nothing amiss in looking around that historic room just a little. The nave is an immense affair, surrounded by a number of small chapels. In 1829 the whole building underwent extensive alterations, almost the entire expense of which was met by the eminent Dr. William Chambers. The choir is fitted up with oaken stalls for the judges and magistrates, who attend service in their official robes. Among the relics of the church is the arm-bone of Saint Giles enshrined in silver. The bone was acquired by Preston of Gorton through the assistance of the King of France. The south aisle in the church is named in honor of Preston.

Suspended along the ceiling of the nave are the well-worn colors of the Scottish regiments, and their respective designations are marked by brass tablets on the pillars underneath them. The presentation of these historic battle-flags in 1883 was a great and grand occasion.

In the crypt are interred the remains of the Marquis of Montrose, who was executed in 1650, and the Regent Moray was also buried there immediately after his assassination at Linlithgow. The funeral sermon of Moray was preached by the great John Knox, and he thrilled the national heart of Scotland by his eloquence and boldness.

A tablet of brass on one of the pillars in the nave marks the spot where Jenny Geddes stood in 1636 when she threw her stool at the head of the Dean of Edinburgh, who was trying to introduce the ritual of the "new service book" of Charles I. The stool is still preserved in the National Museum of Antiquities in the city.

All these interesting features of the church were seen within ten minutes while we were apparently going out of the building, for as soon as the service ended it became evident that the watchful elders did not intend that any formal sight-seeing should be done by strangers on Sunday. The whole congregation was gently "shooed" towards

the exits by the elders as we sometimes "shoo" a number of chickens out of the garden. Besides the fact that it was Sunday there was a considerable first-class business principle involved in this transaction, and the Scotchman, whether elder or layman, is a good business man. The building is open on week days for inspection and all visitors are charged a fee of three pence for admission—to have permitted an examination by us while attending service on Sunday would have deprived the treasury of three hundred pence, or about six dollars! Too much loss for "Sandy."

On the north side of the wall of the Cathedral is a monument to Napier of Merchiston—the inventor of logarithms. At the north-west corner formerly stood the Old Tolbooth Gaol, the "Heart of Midlothian" which has been immortalized in Scott's novel of that name. The position is indicated by the figure of a heart, and the admirers of Walter Scott viewed this interesting relic with a special veneration.

On the same square and just a little distance from the Cathedral, near the fine equestrian statue, in lead, of Charles II., is a small stone scarcely prominent enough to attract any attention; yet that stone is in many respects the object of greatest interest in Scotland, for underneath it rest the remains of one of the grandest reformers, if not the greatest, whom the history of the world has ever known—JOHN KNOX.

The simple inscription on the stone, "I. K., 1572," profoundly impresses the beholders at this day even as the wonderful life, character and teaching of John Knox influenced the hearts of thousands in his time, while millions of people now and in each succeeding generation are serving God in the beauty, simplicity and purity of the manner proclaimed by that remarkably bold and consecrated man.



Several other prominent cities claim the grave of Knox, but there is scarcely a doubt that his body lies under that little stone in the church-yard of Saint Giles' Cathedral, or "Parliament Square," as it is now most familiarly known.

As our dinner time was five o'clock P. M., several hours yet distant, we concluded not to return immediately to our hotels but rather to stroll through Old Edinburgh as far down as Holyrood Palace, thence across to Calton Hill for a little rest and a bird's-eye view of the whole city, and we would get to our quarters just in time for dinner.

Accordingly we turned through one of the little tunnels, or "closes," toward the Castle. We were then in the upper portion of High street, known as Lawn Market. High street follows the big ridge entirely through Old Edinburgh and it changes its name five times before reaching Holyrood Palace. It is alternately Lawn Market, High street, Netherbow, Tolbooth and, finally, Canongate. When you go to Europe it is well enough to bear this fact in mind or you may soon be lost in Old Edinburgh.

Many interesting things occurred and were seen during that long walk which will not be told in this book, because we don't intend to let our friends in North Carolina think that we went sight-seeing on Sunday for fear they will not let us go to Europe again. If our readers care to know anything about our party between the hours of two and five o'clock P. M. on Sunday, July 21st, 1889, they must obtain the information by personal inquiry of individual members of the company. The Secretary understands that his duties as a faithful historian of that trip include but six days of the week.

"Isn't this a most magnificent panorama of the Scotch Capital?" exclaimed Miss Starr, in rapture, as we seated ourselves near the Nelson Monument on top of Calton Hill.

"Indeed it is!" was promptly responded by several ladies and gentlemen.

"Yes," said the Secretary, "you will rarely find in a large city a public common like Calton Hill. Here we are at an elevation some three hundred and fifty feet above Edinburgh, and, besides these well-made walks and grassy slopes, which afford delightful opportunity for healthful recreation, we have a view which is as beautiful and striking as it is extensive."

"And these remarkable views," said Mrs. Von Buhlow, one of the best informed ladies of our party, "have been most pleasantly described by 'Delta' as follows:

'Traced like a map the landscape lies  
In cultured beauty stretching wide:  
There Pentland's green acclivities;  
There ocean with its azure tide;  
There Arthur's seat; and gleaming through  
Thy southern wing, Dunedin blue!  
While in the orient Lammer's daughters,  
A distant giant range, are seen,  
North Berwick Law, with cone of green,  
And Bass amid the waters.'"

"How beautiful, and how true a description it is!" we exclaimed with enthusiasm, looking alternately in the directions indicated.

"Oh, see what a glorious vista along Princes street!" said Miss Fuller. "The eye is carried along the whole length of that lovely street so clean and white, past our hotels and far beyond where in the dim western distance we see the imposing Corstorphine Hills as they stand like guardians to the highlands!"

To the south, looking beyond the High School and the Burns Monument, are crowded together the quaint, tall and dingy buildings of Old Edinburgh as they cover the ridge which stretches in a gradual slope from the Castle to Holyrood. Over this grim assemblage of roofs and chimneys there broods a cloud of smoke from which the town has acquired the name of "Auld Reekie."



The view on the Hill immediately around us was also not without its attractions. Here are the observatory and the Nelson Monument, a structure more ponderous than elegant, and in the space between those two objects stands the National Monument. This is a partial reproduction of the Parthenon of Athens and is to commemorate the heroes who fell at Waterloo. The funds of the projectors, however, not being as inexhaustible as their patriotism, the enterprise has ceased to move forward and it now remains unfinished. There are twelve immense columns formed of Craigleith stone, each block weighing from ten to fifteen tons, and each column cost about \$30,000!

But to us the most attractive objects upon the Hill that Sunday afternoon (besides our own party, of course) were the hundreds of beautiful, blue-eyed, flaxen-haired children of all ages from one to fifteen years. Who does not love a bright, happy, good-natured, pretty child anywhere or at any time?

These merry-hearted girls and boys were as playful as a flock of young lambs and in their sport they would roll and tumble down the grassy slopes, trundle their hoops, climb the fences and up the monument, hide among the columns and recesses of the Parthenon, pluck the flowers and chase the dogs, while their chattering and laughing fell on our ears like the melody of a rippling stream down some quiet mountain gorge. The children were exceedingly well behaved even in their boisterous merriment; they were shy, yet social; coy, but easy to get acquainted with, and we are of the opinion that many a bachelor of our party found a pretty little Scotch sweetheart that afternoon. Most of the baby carriages we noticed were made for twins and each one had twins in it! We never could learn whether it was the custom of the country for two mothers to own one carriage in common or for each mother to always own twins. We inquired of some of the larger children concerning

this matter, but have forgotten the reply. Will try to remember the explanation next time we get it.

As our dinner hour was drawing near we reorganized the company and reluctantly left such a pleasant spot to set out for the hotels, which were only about half a mile distant.

"Young ladies," said the Secretary to about a dozen or so of our girls as we came to a very handsome drug store on our way up Princes street, "suppose we drop in here and have a glass of cool soda-water before we take dinner."

"We most cordially accept the proposition, for we are awfully thirsty," replied one of the girls, to which all the others agreed, and we invaded that drug store in a body, to the utter amazement of the female clerk who was behind the counter.

"We will take soda-water, if you please, for this party," said the Secretary.

The clerk seemed now to be really dazed, and the order was repeated. She looked over two or three bottles on the shelf in an absent-minded way and finally called the proprietor to help her out of the difficulty.

The order was then given to the proprietor by the Secretary: "We would be glad to have soda-water for these ladies, if you please."

"Soda-water!" said the druggist. "Soda-water! what is it?"

"Soda-water," it was explained, "is a very refreshing summer drink served from an ice cold fountain. We have been walking a long distance, are very thirsty and want this water."

"Oh, yes, an American drink!" replied the enlightened druggist. "Now I understand you. But really, sir, there is not a soda fountain in Scotland. There was one in Edinburgh several years ago, but nobody would patronize the enterprise and it was returned to America."



"Well, that's too bad, girls," said the Secretary, "we can't get the soda-water, so what will you have instead?"

"Oh, we'll take some chewing-gum," answered about half a dozen at once.

"We'll take some chewing-gum, then, if you please, sir," said the Secretary, turning to the proprietor.

"Chewing-gum!" he exclaimed in still greater amazement; "what is that, sir? Is it another American drink?" We were bound to laugh, and the Secretary again enlightened the druggist.

"Indeed, sir," said the poor man, recovering partly from his astonishment, "I have never before heard of chewing-gum. We don't have such a thing here, sir, and, in fact, I am sure you will not be able to find any chewing-gum in Europe."

"Well! well!" exclaimed one of the now astonished girls, "no soda-water! No chewing-gum! What kind of a country is this, anyhow? I never before realized that I was so far from home. Girls, how can we stand it for three weeks with neither soda-water nor chewing-gum? How awful!"

"Yes, how awful!" we groaned most dismally.

Thanking our friend for his seeming willingness to serve us, we left him to settle the question with his astounded clerk as to whether or not those "Yankees" were in their right mind; and hurrying on we reached our hotels just in time to escape a wetting from the inevitable shower of rain which comes every day of the year in Scotland!

Thus ended the Sunday in Scotland. It had been a most eventful and happy one, and the day with its incidents will never be forgotten by us.

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GOOD FIGURES on the slate and blackboard indicate good teaching.

[For The North Carolina Teacher.]

## A WORD ABOUT OUR SCHOOLS.

BY A "FRIEND OF EDUCATION."

Some of the over-zealous friends of the "Blair Bill," or a heavy contribution from the National Treasury to our common schools, in their pleas for help are hardly fair to the better classes of the South.

Superintendent of Public Instruction of North Carolina, Major S. M. Finger, in a recent letter to Dr. Harris, the present National Commissioner of Education, says:

There is great misunderstanding in the northern section of the Union as to progress the South is making in public education.

Sanguine men have traveled South and returned after looking into a few cities and talking with the few (comparatively speaking) real friends of public education, and reported what conveyed a very false impression. The truth is that a very large proportion of the leaders in politics of both political parties are opposed to public education in any other sense than that of charity, whether reference is had to whites or blacks. To say that any considerable proportion of the old slave owners is favorable to the education of the negroes is not in accordance with my observation and experience. To say that the South is in a financial condition to support a good system of schools is not the truth. To say that illiteracy in the South will be much reduced in the near future without help from the National Government is what I do not believe. To say that it is the duty of Congress to assist in the education of negroes is to my mind as plain a proposition as that two and two are four.

Those of us in the South who stand for a liberal support of public schools know the odds against which we contend, and if it were not for our faith in the cause, and a hope that prejudices would subside from whatever quarter they come, or exist, and that help will be extended for the sake of the preservation of our civil and religious liberties, if not from a sense of justice, we would fall by the way and out of the fight.—*The American of June 25th.*

We do not know of a single man of any position or character in North Carolina who is opposed to education. Some of us differ as to the quality and extent of the education



needed by our people. Many of us honestly think that men and women should be educated for the occupation or calling they expect to follow or for the condition of life they are of necessity to fill.

Education, a good thing in itself, will not remedy all the evils incident to human life. The Anarchists of Chicago are educated men—most of them graduates from great universities. Of the 70,000 thieves and criminals of New York quite a number are well educated.

Still the people of the South favor the education of the masses just so far as such education is practicable.

That it is at all practicable to try to educate everybody is a species of senseless folly. A classical education while indispensable to some would be a calamity and a curse to others. A course in *Belles-lettres* would not materially aid a butcher or ditcher. Indeed, in our opinion, it would disqualify them for the work they had to do.

The South has done a great work in educating the rising generation. Our schools have largely increased in numbers and efficiency. Millions of dollars are ungrudgingly given to our public schools, and, so far as we know or have ever heard, not one dollar of this money has been given as a charity.

We do not deny that in our poverty we have been a little careful and somewhat economical in our appropriations. Possibly the people of North Carolina in this have felt that they could safely follow the example of the Superintendent of Public Instruction and other careful business men.

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“I HAVE a large class which has just completed Mrs. Spencer’s ‘First Steps in North Carolina History’ and found great pleasure and profit in it.”—*Mrs. W. H. Speight, Principal Collegiate Institute, LaGrange, N. C.*

[For The North Carolina Teacher.]

## WHAT IS YOUR AIM, TEACHERS?

BY RICHARD H. LEWIS, A. M., M. D., PRESIDENT JUDSON COLLEGE.

The German poet Goethe once said: "The important thing in life is to have a great aim, and to possess aptitude and the perseverance to attain it."

Let each teacher ask himself or herself this question: "What is *my* aim?" Now answer it, O teacher, honestly, squarely. Search away down into your inner consciousness and tell yourself why it is that you teach.

Also, please answer this: Do you expect to receive as your reward only the dollars which have been promised? If you do, then get out of the business at the end of this session and try manual labor!

But if you look for your reward in seeing your young men becoming better citizens than the former generation, and your young women better mothers, wives and trainers of children than those now performing such functions, then you can stay on and have the school another year.

Do your school children, when they grow up, become more helpful to themselves and to others—are they unselfish? Then you can stay and teach again.

Do you expect to make money and become rich by teaching? I answer this by saying that a thief caught in the act of stealing (or attempting to steal) from a school-teacher ought to be put into a lunatic asylum instead of the jail. Why? Ask yourself.

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HAVE YOU used "The North Carolina Speaker" in your school? It is a most admirable compilation of choice literary selections about our State, and for recitation or supplementary reading you can find nothing better.



[For The North Carolina Teacher.]

## THE MECHANICS OF DISCIPLINE.

BY D. L. ELLIS, CAROLINA INSTITUTE, NASHVILLE, N. C.

Nowadays there is a great hue and cry about "discipline" in schools—so much stress, indeed, is laid upon this one item that oftentimes the prime object of building up mind and character is forgotten. Now, while it is true that a school, like an army, must have discipline, I am strongly inclined, after a careful study of the subject for eight years, to believe that most schools are over-governed rather than under-governed.

If I may be allowed to express a thought or two upon a topic so trite and old and so fully discussed by our ablest teachers and lecturers and writers on Pedagogy, I would direct the attention of the profession to some of the *causes mechanical* that under school-room government are impracticable, and try to offer a few helpful suggestions and hints to those whose experience may be more limited than my own.

In the first place I would say that

## ENVIRONMENT

is of prime importance to both pupil and teacher in preserving order and enforcing discipline in the school.

Teachers formerly conscientiously thought that pupils whispered and were otherwise disobedient to rule from sheer wantonness; but now those of us who have studied this subject know that children talk, or whisper, in school *because they can't help it!* Their environment is such that they are *forced* into disobedience.

Recently one of my pupils, a sweet, good girl of fourteen, who was asked at the close of the day's doings how she had deported herself, replied: "I talked, but I didn't do it

to be rude—I couldn't help it." As I looked into those trustful eyes, now suffused with tears of contrition, and saw the sweet mouth tremble with emotion, I knew she spoke truly, and instead of punishing her I said, "Mary, take your books and change desks with Lucy." That settled it. Placed where there was no *inducement* to talk, she has been a model girl ever since. How much force there is in that sentence of our blessed Redeemer's Prayer: "Lead us not into temptation"! Removed from its seductive influence our primal parents would be to-day in Eden's ambrosial groves beside the still waters of eternal life.

Now, then, the proper thing to do in the school-room is so to arrange the pupils and students that the *temptation* to get into mischief is removed as far as possible from the individuals of the school. Only a close study of character will enable the teacher to do this to advantage. He soon discovers that Joe and John must be separated to insure study and good order; Mary and Estelle have too much in common not to get into difficulty; but there are two others whom nothing could move, and they may take the vagrants as *proteges*. Pupils love to see that a teacher can trust them, and these, too, will grow stronger still by having this confidence reposed in them by the teacher.

But some one, who knows more about bee-raising than he does of school-room management, says: "If you keep your pupils busy they will govern themselves." Aha! "A Daniel come to judgment," surely. Has not our "busy" theorist long since found out that it would take three real active teachers and four boys to "keep" *one* pupil who has "set his head" to evade his work and "break the rules" "busy" during one day's session of six hours? It's ever so wise to *talk* about keeping pupils busy, but *doing* it is another question. But how simple and effective is it just to make it *physically impossible* for the few bad boys and girls to spoil a school by their talking proclivities and other evil practices.



Some teachers are puzzled about how to prevent their pupils from

#### LOOKING OUT AT THE WINDOWS.

Why, this is the simplest thing in the world. Get a quart can of ready-mixed white lead and a brush from your painter and put a good solid coat of paint on every window-pane in the rooms, and the trouble is over. Explain to your pupils that *diffused* light is good for the eyes and they will never imagine that "diffused light" also prevents the eyes of fidgety, curious children from getting outside the rooms. It is useless to say, "You shall not look out at the windows." "Lot's wife" would not to-day be a Pillar of Salt if it had been *impossible* for her to look back at the burning cities of Sodom and Gomorrah.

Make it *easy* for pupils to do what is required of them and next to impossible for them to do wrong and there will be small ground for complaint about disorderly schools.

#### CORRESPONDENCE AND A STATEMENT.

RALEIGH, N. C., Feb. 1st, 1890.

*Eugene G. Harrell, Esq., Raleigh, N. C.,*

DEAR SIR:—As a matter of simple justice, I ask you to publish the inclosed article, just as I have written it, in THE NORTH CAROLINA TEACHER for February. Will you do so?

Respectfully,

E. P. MOSES.

RALEIGH, N. C., Feb. 3d, 1890.

*Mr. E. P. Moses, Raleigh, N. C.,*

DEAR SIR:—Yours of 1st inst., with inclosure for publication, is to hand. The article will be published just as you wrote it, as requested.

Yours, etc., EUGENE G. HARRELL.

*To the Editor of the North Carolina Teacher:*

In an open letter which was published in the October number of the *Schoolteacher* and addressed to Hon. F. M. Smith, State Superintendent of Public Instruction in Tennessee, I used the following language: "As you know, I was born in Tennessee, taught here for several years and frequently visit the State. I believe that I keep pretty well posted about school matters in Tennessee. By reason of a residence of eight years in North Carolina I know something of the condition of the schools there. Your school term is a little longer than ours, but we have some compensating advantages, prominent among them, I think, better private schools as a rule. You have traveled extensively in North Carolina and are well acquainted with schools in Tennessee. You will therefore doubtless agree with me that the teachers of the public schools of Tennessee and North Carolina as a general rule are not only destitute of the slightest suspicion of culture but to a very large extent ignorant even of a knowledge of the common school branches."

I. In the December and January numbers of your journal it appears that I, who am not a native of this State, singled out the teachers of North Carolina for criticism. It will be seen from the above quotation that I did nothing of the kind, but that I was writing to the Superintendent of Public Instruction in Tennessee and that my criticism applied fully as much to the public school teachers of Tennessee as to those of North Carolina. Your quotation in the December number did not make it so appear.

II. The word culture has been construed into a meaning which I did not have in mind when I wrote the word. I meant intellectual culture, as will clearly be seen from the fact that I contrasted culture with a knowledge of the common school branches, putting it above all these. In the very same issue of your journal in which I am criticised so



severely for the use of the word you publish an article on "Some Uses of Latin," by Dr. R. H. Lewis, of Judson College, an estimable gentleman and a noted teacher. In the closing sentence of that article Dr. Lewis declares that the study of Latin is essential to all who would attain to "true culture." Does Dr. Lewis mean anything but intellectual culture? Does he not use the word culture to designate even a higher degree of intellectual culture than I did? Does he mean to offend everybody who has not studied Latin? Certainly not, and none but morbidly sensitive persons will take any exceptions to his statement.

III. You charge me with having made a severe onslaught upon the character of the teachers. If by character you mean to intimate that I cast any aspersions upon the moral character of the teachers, I deny the charge most emphatically. Furthermore, I disclaim all intentions of wounding the feelings of any teacher, as my sole motive in writing the article was to try to do something to secure for the little children of my native State and of North Carolina longer school terms, better schools and better teaching.

IV. I desire to call the attention of your readers to the fact that I did not say or intimate that all the teachers of Tennessee and North Carolina were incompetent. I am personally acquainted with no inconsiderable number of earnest and enthusiastic men and women of indefatigable zeal, noble purposes and genuine intellectual culture who are doing a great work for humanity. Some of these are graduates of our colleges and best high schools. While the number of such teachers in the public schools of the two States is comparatively small, I believe it may safely be said to be numerically large. For some of these I entertain a feeling of profound respect and admiration. While the expression I used, "as a general rule," was intended to leave room for all such teachers, I regret that I did not make myself plainer upon this point.

As your correspondent, H. T. L., uses my name in an injurious and offensive way, it becomes my duty to ask for his name.

EDWARD P. MOSES.

[In the December number of *THE TEACHER* we invited full and free investigation of this matter, intending in the January issue to close the discussion of the subject, as we had intimated in our first article. Within the past few days thirty or more letters of similar import as those already published have been received and are now on the editor's desk, but none of them will be published as we feel that the charges have already been fully refuted.

However, it is not our desire or intention that any persons concerned shall fail to have a hearing in all matters under consideration in the pages of *THE TEACHER*; therefore we publish this article from Mr. Moses, although it was not sent to us until near three months after the matter was first taken up for consideration. In reply to this article we will say:

I. This fact that Mr. Moses is a native of Tennessee may give him a right to denounce the teachers of that State, and we expressly said in the December number of *THE TEACHER* that his charge against the teachers of his native State might be true so far as we knew to the contrary, although we could not believe it. But when he includes North Carolina teachers in his onslaught, we feel that it is our duty, as it is also the duty of every other North Carolinian, to rally to the defense of our teachers. We know nothing of Tennessee teachers, except of Mr. Moses, and we are not called upon to defend them. Hon. F. M. Smith, State Superintendent of Tennessee, has already published a prompt and emphatic denial of this charge, so far as Tennessee teachers are concerned. A private letter from Superintendent Smith, just received, corroborates this statement.



We also quote from Superintendent Smith's report:

As to the incompetency of the teachers of the State (Tennessee), I will say that I am as well acquainted with the teachers of the State as any other man in the State, and much better acquainted with them than any man not a citizen, and I do not hesitate to say that the *charge is not true*. Our teachers are not in every respect what we desire, but a nobler band of men and women cannot be found. They are earnest, faithful and honest, and use every means possible for improvement, and advancement can be seen from Johnson to Shelby. This much I say in defense of the cause of education and of the teachers of the State.

2. Even accepting the sense in which Mr. Moses now uses the term culture as meaning "intellectual culture," his assertion that the public school teachers of North Carolina are, as a general rule, without the slightest suspicion of "intellectual culture," is equally reckless and untrue. There is indeed a difference between moral culture and mental culture. The charge that our public school teachers are without the slightest suspicion of either is equally as great an insult to them and to us. It also argues that our County Superintendents who issue certificates to teachers after examination have not sense enough to know ignorance when they see it, or else they are bribed by family, religious or political influence to give certificates to unworthy persons! We do not think anybody believes this, not even Mr. Moses.

3. We have never intimated that Mr. Moses had attacked any but *public school* teachers of North Carolina, and these only have we been defending. Mr. Moses is now willing to admit that he is "personally acquainted with no inconsiderable number of earnest and enthusiastic men and women of indefatigable zeal, noble purposes and intellectual culture in North Carolina who are doing a great work for humanity."

4. We do not give the name of our correspondent, "H. T. L.," as requested, for the reason that as a public school teacher in North Carolina he was on trial upon a

most serious and damaging charge, and he had a perfect right to impeach the evidence of the prosecution and only witness, Mr. Moses, by a counter charge. Any man who, without provocation, is assaulted by another is privileged to defend himself in any manner which he may consider most effectual.—EDITOR.]

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### MEMORY GEMS FOR TEACHERS.

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There should be some mental arithmetic every day.

Pupils should begin early to write much and carefully in all branches of study.

Meet a child's question with another question which shall make him think out or seek out the answer for himself.

Without attempting to say why, we state the fact that few children enjoy or get profit from writing without aid upon such subjects as temperance, modesty, gentleness, man, night, charity.

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### LA GRIPPE.

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This new disease, which is now epidemic not only in our country but throughout most of the world, is of Russian origin, and is known as "Russian Influenza." The name, however, as it has come to us, is in French. The letter "i" in the French language is pronounced as long "e," therefore these now well-known words are not "La Grip," but should be pronounced *Lah Greeep*. Don't say "the" La Grippe, for the word "La" means "the" and you would be saying "the the Grippe," which would be absurd.



# IN THE SCHOOL-ROOM.

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## A PUBLIC SCHOOL IDYL.

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RESPECTFULLY DEDICATED TO PARENTS.

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Ram it in, cram it in—

Children's heads are hollow!

Slam it in, jam it in—

Still there's more to follow:

Hygiene and history,

Astronomic mystery,

Algebra, histology,

Latin, etymology,

Botany, geometry,

Greek and trigonometry—

Ram it in, cram it in,

Children's heads are hollow!

Rap it in, tap it in—

What are teachers paid for?

Bang it in, slap it in—

What are children made for?

Ancient archæology,

Aryan philology,

Prosody, zoology,

Physics, clinictology,

Calculus and mathematics,

Rhetoric and hydrostatics—

Hoax it in, coax it in,

Children's heads are hollow!

Rub it in, club it in—

All there is in learning;

Punch it in, crunch it in—

Quench their childish yearning

For the field and grassy nook,  
Meadow green and rippling brook;  
Drive such wicked thoughts afar!  
Teach the children that they are  
But machines to cram it in,  
Bang it in, slam it in—  
That their heads are hollow!

Scold it in, mould it in,  
All that they can swallow;  
Fold it in, hold it in,  
Still there's more to follow!  
Faces pinched and sad and pale  
Tell the same undying tale—  
Tell of moments robbed from sleep,  
Meals untasted, studies deep.  
Those who've passed the furnace through,  
With aching brow will tell to you  
How the teacher crammed it in,  
Rammed it in, jammed it in,  
Crunched it in, punched it in,  
Rubbed it in, clubbed it in,  
Pressed it in and caressed it in,  
Rapped it in and slapped it in,  
When their heads were hollow!

—*Frank Lintaber in Puck.*

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### TRY THIS.

A problem to solve when your time is not occupied very closely: Put down the year of your birth in figures, then add your age (nearest birthday) plus four, multiply by one thousand, subtract six hundred and seventy-nine thousand four hundred and twenty-three; substitute letters for figures, let a=one, b=two, etc., and you will get the nickname that you may be sometimes known by.



## ANSWERS TO THE PROBLEM IN SQUARE ROOT.

In less than forty-eight hours after the January number of THE TEACHER had been mailed we received correct solutions of the problem in square root from Miss Edith J. Royster and Mr. Charles J. Parker, teachers in the Raleigh Public Schools; Mr. S. A. Holleman, Graham, and Mrs. L. W. Weathersbee, Principal of the high school at High Point. As each of these replies reached us at the same time we have ordered the *Weekly News and Observer* to be sent to each one for the year 1890. The solution is as follows:

$$\begin{array}{r}
 14 \ 30 \ 35 \ 24 \ (3782 \text{ Root.} \\
 \underline{9} \\
 67 \overline{)530} \\
 \underline{469} \\
 748 \overline{)6135} \\
 \underline{5984} \\
 7562 \overline{)15124} \\
 \underline{15124}
 \end{array}$$

(Ans. 3782 Root).

Since these first solutions come in we have received correct answers also from the following teachers: Miss Josephine Forest, Mebane, N. C.; Mr. Edward E. Britton, Principal of Mount Olive High School; Rev. Jeremiah W. Holt, Burlington, N. C.; H. L. Coble, Principal Kernersville High School; John F. Bradley, teacher of public school near Gastonia; Z. D. McWhorter, Principal Bethel Institute; B. D. Barker, Principal Yates Academy, Williams' Mill; W. J. Andrews, University N. C.; Miss Mary G. Pippin, Whitaker's; Miss Minnie Whitehurst, Tarboro; Miss Julia F. Read, Beaufort; Miss Annie L. Rutledge, Salisbury, N. C.; Rev. George W. Greene, Principal Moravian Falls Academy; Prof. P. J. Kernodle, Principal

Suffolk Institute, Va.; Miss A. E. Green, Dutchville; Miss Annie L. Hughes, Principal of Reidsville Seminary; T. J. Drewry, Oxford; Miss Etta Curtis, Shelby; Miss Mary S. Brown, Stribling, S. C.; J. J. Hendren, Vashti; Miss Sallie Wilson, Reepsville; Joseph E. Alexander, Columbia, S. C., and Miss Hannah C. Respass, Warrenton.

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### TO TELL YOUR PUPILS.

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In Surry county, North Carolina, there is a remarkable natural curiosity in the shape of a mountain resembling the famous sphinx of Egypt in all its details. It lies east of the Blue Ridge mountains, on the Piedmont plains, like a gigantic lion; its body at right angle to the ridge and with head reared aloft as if in the act of rising. The head is of solid rock, several hundred feet in height. The shoulder and breast are finely proportioned and at the distance of a few miles it looks like a thing of life and intelligence. It rises about one thousand five hundred feet above the plain, and can be seen for a distance of many miles.—*Scientific American*.

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### WHAT WORD IS IT?

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A GEOMETRICAL PUZZLE.

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Three-fourths of a cross, a circle complete,  
Two semi-circles, and a perpendicular meet;  
A right-angle triangle standing on two feet,  
Two semi-circles and a circle complete.

—J. A. Delke.



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., EDITOR, CHAPEL HILL, N. C.

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## ENGLISH DERIVATIVES FROM LATIN AND GREEK.

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Teachers of the Latin or Greek languages should train their pupils from the first to observe English derivatives and trace their meanings. This practice secures an extensive English vocabulary, which can hardly be acquired so easily in any other way. It also teaches the pupil to observe delicate shades of meaning, and gives him a confident familiarity with a large class of words that represent abstract ideas or denote subtle refinements of thought. But possibly a greater benefit still is the increased interest secured in the study of the "dead language," for now it is seen to be alive and to be a vital element in linguistic education, essential to the mastery of English.

Instruction in word-derivation need not require a text-book for the pupil. Indeed, it is likely that the personality of the teacher will, better than a text-book, arouse the enthusiasm of the pupil and incite more surely to original work. The teacher, however, must be well informed and enthusiastic; and he will need all the help that he can get. Every teacher of language ought to be familiar with Archbishop Trench's *Words*, as well as his *English, Past and Present*. No one can read these books without catching in some degree the spirit of their author and feeling a greater reverence for even the smallest and humblest words. *Skeat's Etymological Dictionary* has been accepted as good authority on the derivation of words ever since its appear-

ance, and it has no superior of its kind. It should be within the reach of every teacher.

A book has recently been published by John Murray, London, that will be of the greatest aid to Latin and Greek teachers who strive to make etymology a part of their daily instruction. It is called *A Readable English Dictionary*, and is edited by David Milne, A. M. Part I contains English derivatives from the Latin, and Part II English derivatives from the Greek. The Latin words are given; first, nouns, according to declension, all the nouns of the first declension being given first, in alphabetical order with the English derivatives from each, then the nouns of the second and the other declensions. Then come adjectives, numerals, pronouns, verbs according to the conjugations, deponent verbs, irregular verbs, neuter passive verbs, impersonal verbs, adverbs and prepositions.

The arrangement is precisely what a teacher needs; for by it he can easily connect exercises in etymology with the grammatical work of learning the declensions and conjugations, and thereby greatly relieve the tedium of that indispensable labor.

An extract will illustrate the character of the book: "CULPA, *æ, f.*, a fault, blame. *Culpable* means deserving of blame. We speak of *culpable* extravagance, *culpable* negligence, of being *culpably* ignorant, of the *culpability* of an offender's conduct. A *culprit* is one who is guilty of some offense: culprit is a milder word than *criminal*. To *exculpate* is to prove unworthy of blame, to clear of guilt, to *inculpate* is to bring into blame. We speak of *exculpatory* and *inculpatory* evidence."

The whole range of English derivation from the classical languages is covered by this exceedingly valuable book. It is precisely what it claims to be, a readable dictionary; for a student of Latin or Greek will read it with interest. Not only is the derivative given, but a suggestion of its



history is furnished, *e. g.*: "AMITA, a father's sister, an aunt (French *tante*). "SOLIDUS, *a, um*, firm; *solid*, not liquid or hollow. *Soda* (for *solida*) is the ashes of glass wort, etc., from which solid glass is made. *Solder* is a metallic compound for cementing metals. *Consols* is the leading English government debt, formed by the *consolidation* of different annuities. The consols are now the three per cent. Government stock."

The scope of the book is indicated by the following list of derivatives given under CURA: "*Cure, curable, incurable, curate, curacy, cure, curator, curious, curiosity, accuracy, accurate, inaccurate, procure, proctor, proxy, secure, security, insecure, insecurity, sinecure, sure, assure, assurance, insure, insurance, ensure.*"

The Greek words are arranged similarly. The treatment is not so full as the Latin, but is lacking neither in accuracy nor interest. Besides the lists of Latin and Greek words arranged according to declension and conjugation, there is a handy general index and dictionary of all the English derivatives arranged alphabetically. Any teacher who is interested in derivation and wishes to interest his pupils will find the book exceedingly valuable.

G. T. W.

### BOOK NOTICES.

*Exercises in Latin Composition*, by M. Grant Daniell, A. M., is worthy of commendation for method and scholarship, although somewhat deficient in sprightliness. It will be very helpful to teachers who desire to teach Latin composition in connection with the reading of the Latin authors, which seems to us the only safe and scholarly method of composing, not to speak of the greater interest secured thereby. The exercises are based upon the first four books of the Gallic war, whose text furnishes the vocabulary and

the words for all the idioms, the principles of syntax and the order and arrangement of words. There are oral and written exercises, both designed to be studied in connection with the reading of Cæsar. Judicious notes assist in writing the exercises and there is a very helpful grammatical index with references to Allen and Greenough's, Gilder-sleeve's and Harkness's grammars. We commend the book to teachers of Cæsar. The publishers, Messrs. Leach, Shewell and Sanborn, have shown excellent taste and skill in the mechanical execution.

Issued by the same publishers, and one of their "Student's Series of Latin Classics," the *Menæchmi of Plautus*, edited by H. N. Fowler, Ph. D. The book is mainly a translation of Brix's German edition of the *Menæchmi*, which is, of course, a guaranty of its merits. The editor's work has been done faithfully and in sympathy with the methods and results of the most advanced philological criticism. The notes are judicious and show wise self-restraint; the various manuscript readings, at the bottom of each page of the text, the critical discussions in the appendix and the index are all helpful and suggestive. We could wish that the editor had given larger space to characterization and dramatic analysis and criticism. The reading of Plautus should be largely a study of the drama as well as of Latinity.

Teachers of Cicero cannot afford to be without the *Student's Cicero*, MacMillan & Co., New York. It is a translation of the section devoted to Cicero in the first volume of Dr. Munck's *Geschichte der Römischen Literatur*, and it contains a most interesting biography of the great orator drawn from his own writings or those of his countrymen. We commend it most highly.

G. T. W.

Another volume has been added to the College Series of Greek Authors: *Aeschines against Ctesiphon*, edited by R. B. Richardson. Ginn & Co. This edition is based on that of Weidner, but has been modified to meet the needs



of American students. It is well worthy to take its place among the other texts of the excellent College Series.

Messrs. Allyn and Bacon have published, in a little pamphlet of forty pages, *An Outline of Greek and Roman Mythology*, by F. W. Kelsey. Price twenty cents. It is the merest outline, as the title indicates. After a chapter on mythology in general, and another on the character of Greek and Roman mythology, some account is given of the principal myths, with a brief statement of the characteristics of the Greek and Roman divinities. It is very desirable that students of Latin and Greek should know something of the main facts of mythology; and this little book, which may be read at a sitting, will serve as a starting-point for further study of an interesting subject.

For more than a quarter of a century Goodwin's *Syntax of the Moods and Tenses of the Greek Verb* has been a ready help to students of Greek, taking a place beside lexicon and grammar. For some time it has been known that Professor Goodwin was engaged in revising his work, but we were not expecting the splendid book which Messrs. Ginn & Co. have now published. It has been entirely re-written and the size is double that of the old edition (464 large pages instead of 264 rather small ones). The treatment of *prin*, for example, covered four pages; now, nearly fifteen pages are devoted to it. Nearly every section shows that the results of the investigations made in recent years by scholars all over the world (notably those by Schanz and his colleagues) have been put to good use. The index to examples includes nearly 5,000 references, whose value to the student it would be difficult to overestimate. The other indexes (usually a weak point in Goodwin's books) have been improved. No teacher of Greek can afford to do without this admirable work. One may doubt whether "it doth joy double," but it certainly "halveth trouble." The price is \$2.15.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1889-'90.

## OFFICERS:

|                               |                   |
|-------------------------------|-------------------|
| HENRY LOUIS SMITH, President, | Davidson College. |
| HUGH MORSON, Treasurer,       | Raleigh.          |
| EUGENE G. HARRELL, Secretary, | Raleigh.          |

## VICE-PRESIDENTS.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. J. Y. Joyner, Goldsboro.        | 5. Rev. J. F. Crowell, Trinity Col. |
| 2. Rev. W. R. Atkinson, Charlotte. | 6. S. M. Finger, Raleigh.           |
| 3. Rev. T. M. Jones, Greensboro.   | 7. Rev. C. E. Taylor, Wake Forest.  |
| 4. J. A. Holt, Oak Ridge.          | 8. Rev. J. W. Woody, New Garden.    |
| 9. M. C. S. Noble, Wilmington.     |                                     |

## EXECUTIVE COMMITTEE.

|  |                              |
|--|------------------------------|
| Henry Louis Smith, Chairman ( <i>ex officio</i> ), Davidson College. |                              |
| Eugene G. Harrell, Secretary ( <i>ex officio</i> ), Raleigh.         |                              |
| Chas. D. McIver, Raleigh.  | P. P. Claxton, Asheville.    |
| Geo. T. Winston, Chapel Hill.  | D. L. Ellis, Nashville.      |
| A. C. Davis, LaGrange.   | R. H. Lewis, Hendersonville. |

W. L. Poteat, Wake Forest.

## COUNSELORS.

Each County Superintendent in North Carolina.

## SEVENTH ANNUAL SESSION.

In the Assembly Building, at Morehead City, N. C., June 17 to July 1, 1890.

## TO EVERY NORTH CAROLINA TEACHER.

An event of special importance to the teachers of North Carolina will be the seventh annual session of The North Carolina Teachers' Assembly at Morehead City, June 17—30, 1890.

Men and women of the highest reputation and success in our State, representing every department of education, will be present to meet you and give you their best thoughts and views in professional work.



The meeting will be one of unusual educational value, such as ambitious and progressive teachers cannot afford to lose. It will be a time to make most pleasant and valuable acquaintances, renew and strengthen old friendships, exchange professional experiences with those who are working in lines like your own, and to get broader, deeper and more practical conceptions of popular education.

The results of such a delightful meeting of our teachers as has been planned for the coming session of the Assembly are certain to increase the interest of all our people in education; and to establish our schools on a more prosperous basis than ever before.

There will be full and free presentation and discussion of such methods of teaching as are adapted to the peculiar conditions of our educational systems.

Teachers cannot be too strongly urged to be present who desire to become more efficient in the work; to know why the most successful members of the profession succeed; to secure a good school position or a change of location for the fall term; to gain a new educational inspiration, or to recover from the fatigue of a school term by the unfailing influences of the refreshing sea-breeze and the exhilaration of an ocean bath.

The expenses of your trip will be exceedingly light—a two weeks' visit to the Assembly, including round-trip railroad fare from the most distant portion of the State and first-class board at the famous Atlantic Hotel, need not cost over \$25. The total average expense of attendance for the entire session, including railroad fare and board, will not exceed \$20. The professional and social value of the meeting to a teacher will be many times greater than the slight expense of attendance.

The annual fees for membership in the Teachers' Assembly are \$2 for males and \$1 for females. Upon payment of the fee, to the Secretary or Treasurer, a "Certificate of

Membership" will be furnished, which will entitle the holder to all special railway and hotel rates and every privilege of the Assembly session. Friends of education, upon recommendation of County Superintendents, are permitted to attend the Assembly on same terms as teachers.

A cordial invitation is extended to teachers and friends of education of other States to visit the Assembly and enjoy with us the privileges of the session and the delights of the sojourn at our Educational Capital by the Sea.

HENRY LOUIS SMITH, President.

EUGENE G. HARRELL, Secretary.

### ASSEMBLY NOTES.

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SUPERINTENDENT W. A. BLAIR, of Winston, has resigned as a member of the Executive Committee, on account of a change of business, and Prof. W. L. Poteat, of Wake Forest College, has been appointed to fill the vacancy.

THE PREMIUM for the best crayon portrait offered by the Assembly last year was awarded to Miss Aurora Mace, of New Bern, N. C. The picture was a life-size portrait of Hon. S. M. Finger, State Superintendent of Public Instruction, and the premium, \$25, has been paid to the artist. The portrait is added to the Assembly gallery of prominent North Carolina educators.

THE SECRETARY has already issued a number of "Certificates of Membership for 1889-90." The annual fees are \$1 for females and \$2 for males, and the Certificate entitles the holder to all privileges of the Assembly. These include special rates on railways and at the Atlantic Hotel and attendance upon all the exercises of the Session. Annual fees may be sent either to Secretary or Treasurer and Certificates will be forwarded by return mail. Don't delay this important matter until you get busy with your preparations for leaving for Morehead City.



# EDITORIAL.

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## THE SOUTHERN EDUCATIONAL ASSOCIATION.

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The organization of the "Southern Educational Association" is an assured fact. We have sent out two thousand copies of the call for a meeting at Morehead City, N. C., on July 1st, 1890, as appeared in January number of THE NORTH CAROLINA TEACHER, and from every portion of our sunny Southland there has come in reply great numbers of enthusiastic letters from the most prominent teachers and educational officials heartily indorsing the plan. The prime necessity for such an organization is admitted by all with most remarkable unanimity. The Southern press has also most cordially approved the contemplated organization and assure us of their fullest aid and support in perfecting plans. Morehead City, N. C., is also favored by a very large majority of the teachers as the place for the great meeting, and the time designated, July 1st, meets the views of almost every correspondent. The Southern Association is by no means organized in opposition to the National Association, but that the teachers of the South may meet and give one another the experience which they have obtained in Southern schools, and that they may give more decided direction to the education of Southern youth. Our system of education in the South is subject to certain peculiar conditions which are not met in the work of the National Association and can only be provided for in views which are wholly Southern. The time chosen for the meeting, July 1st, in no way conflicts with the meeting of the National Association, July 8th, at St. Paul, but will rather be a convenience to persons who desire to attend

both sessions. A cordial invitation is extended to all our educational friends throughout all sections of our country to visit the Southern Association, and we will try to make their visit in every way enjoyable. Members of the committee are now at work on railroad fare and hope to secure a round-trip rate for one fare.

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IN REQUESTING us to change your address on our subscription book it will be absolutely necessary that you give us the former address so that we can find your name in order to make the change.

WITH PLEASURE we add to our valued exchange list, by request, *Journal des Instituteurs*, Paris, France. THE TEACHER has also just received a cash subscription from Paris. Popular alike at home and abroad!

TEACHERS, ARE you looking well to the moral training of your pupils? Do you realize that some, yea many, of the little boys and girls before you are wholly without moral home training and they are to grow into such men and women as you determine by your neglect or your care? To simply teach them to read, write and spell is not your whole duty towards them.

EVERY TEACHER and school officer in America ought to carefully read "The Evolution of Dodd," the great pedagogical story. Messrs. Alfred Williams & Co. are selling great numbers of copies and will send the book by mail, post-paid, for twenty-five cents. Read it at once and talk about it in your school, at your Teachers' Council, your County Institute, among your fellow-teachers; talk it everywhere and with everybody, for the book will do a vast deal of good wherever known.



THE ESTABLISHMENT of the Baptist University for Girls is a grand movement forward in behalf of higher female education. The institution has every prospect of most gratifying success if it is maintained strictly as a university as was, and is, contemplated by the Denomination. Thus it will in no wise conflict with any private schools for girls now in the State, and it is to be hoped that it will stand fairly and squarely as a university and not degenerate into simply a seminary or college.

THE EDUCATIONAL journals of the country are largely responsible for much of the machine work in the schools. They publish numbers of so-called methods which some teachers adopt without taking time to think that they cannot possibly be used successfully in an average school. Thus the children are dwarfed in intellect by the teacher who supposes he is doing right because the dwarfing method was found in an educational journal. Look carefully into every new method of teaching before you use it and also be sure that it is suited to your particular pupils.

WE WANT to make a suggestion to County Superintendents: Most of your teachers who attend the Institutes are ladies and they are working on a very small salary and a very short school term. Instead of these teachers having to pay from three to five dollars from their pittance of a salary for board during the Institute, would it not be better to ask the people of the community to entertain them at their homes during the week? This is done when religious conventions, conferences or associations meet, and we know the people will be equally as glad to entertain the small number of teachers who attend the Institute. Our public school teachers are true and cultured ladies and gentlemen, and will always give pleasure in the homes where they are guests. When the next Institute is held in Raleigh our house will be freely opened to at least four of the public school teachers of the county.

WE ALL sympathize with one another as we wrestle with the agonies of this newly invented malady, from which no one seems to escape. Teachers, pupils, editors, superintendents, committees—all are under this horrid but universal spell.

We are growling and we're groaning,  
We are howling and we're moaning,  
And we're keeping up a muttering very loud and very deep;  
We are shaking and we're quaking,  
With bones aching as if breaking—  
For we're in the ruthless clutches of this awful French La Grippe.

In some sections of our State and country the disease has closed up the schools—teachers and pupils alike being prostrated. We regret exceedingly that this abominable malady succeeded in getting such a grip upon the teachers as even to prevent our pleasantly planned trip to New Orleans during the Mardi Gras. It is to be hoped that the sojourn of such an unwelcome visitor from a foreign land as this La Grippe will be exceedingly brief.

IN TYPOGRAPHICAL appearance THE NORTH CAROLINA TEACHER is one of our neatest exchanges; but we are surprised at the following declaration in its educational creed: "*We believe in North Carolina as the greatest State in the American Union.*" Bro. Harrell, please inform us of what its greatness consists. As our birthplace, we want to keep informed on the progress of the "Turpentine" State. Several geographies state that it is noted for the production of tar and turpentine. Is it on account of the production of these articles that you consider it the *greatest* State in the American Union?—*School News, Taylorsville, Illinois.*

This is the impression formed of North Carolina upon consulting most of the school geographies now in use in our schools. Now, brother Parker, we cordially invite you to visit our State—during the session of our Teachers' Assembly will be a good time to come. We will then try to show you that our chief products are cotton, corn, tobacco, wheat and all cereals, while the whole State is rich in the finest of woods and all the precious minerals. Our



schools are in good condition and the teachers own a most delightful summer home by the sea-side. "Tar and turpentine" are so little produced in North Carolina that thousands of her people have never seen either! We expect to have a geography of our own some day that will tell the truth about the Old North State, and we think you will then agree with us that "North Carolina is the greatest State in the American Union."

THE TRUE strength of a nation or State is in a system of good public schools. It is a matter of great pride to us that North Carolina is contributing, by taxation, annually *near three quarters of a million dollars* for the support of our public schools. This splendid fund has provided a school of about four months in almost every district in the State during the past year. Our public schools in the main are as efficient as those to be found in any other State of the Union, and we are very proud of them. It is also most gratifying to note the high character and intelligence of the teachers who are in charge of these schools. As we stand before a body of our teachers, gathered in the County Institutes, we are profoundly impressed by the class of men and women who are enlisted in the work of educating the masses. Those teachers represent the best and oldest families of our State. They are earnest, thoughtful, intelligent, ambitious, progressive and cultured, many of them being graduates from the best seminaries and colleges of our State and country. Their social and moral standing is very high and their faithfulness in the school-room as teachers cannot be questioned. Although the salaries are small and the school terms comparatively short the teachers in our public schools are in every way true to their work and to the children in their care, and they will do full credit to North Carolina when placed beside the teachers of any other State in this country. The Talmud tells us that in a time of great drought and many prayers for rain no prayer

availed except that of one girl, "a teacher of children"; and the teaching of children, if rightly done, is now a prayer of power with God and humanity for us and our children through time and eternity, which will be answered with results a thousand times richer than the refreshing rain gently falling upon a famished land.

WE EXPECTED that there were some two or three persons engaged in the public school work in North Carolina, who no doubt consider that they compose the small exception to that "general rule," who would try to apologize for the sweeping insult offered to our teachers by Mr. Moses—and we were not mistaken. It is natural that a certain class should try to stand together and strive to do a little "whitewashing," as occasion demands, but the great "general rule" of our teachers—the solid masses in the profession—those who are actually *doing* the work—those whom THE NORTH CAROLINA TEACHER is trying to represent and defend—are justly and thoroughly indignant under the slanderous attack upon their character and intelligence. In the hundreds of opinions expressed to the editor, personally and in writing, the statement made by Mr. Moses is emphatically and wholly denied, as without any foundation whatever upon which to support such a charge; and it is claimed by the teachers that not a single instance can be produced to prove that *any* teacher in North Carolina who holds a County Superintendent's certificate of any grade is "without the slightest suspicion of culture," no matter in what sense the word culture has been, may be, or can be used. In the January number of the *Winston Schoolteacher* there appear a few fatherless paragraphs, purporting to have been written by different people and sent in from various towns (although in each of these literary orphans we recognize whole sentences which, by their "chestnutty" familiarity, assure us that they were born within sight of the office in which they were nursed to



publication), in approval of the insult to North Carolina teachers, which we have been resenting to the best of our ability. It is refreshing to know that not a teacher in this State is bold enough or so devoid of professional or State pride as to be willing to put his or her name to an indorsement of such an outrage upon the profession as the article emanating from Mr. Moses. Even the editor or editors, "editress or editresses," of that likewise educational journalistic orphan (if anybody knows who he, she or they are) was or were sufficiently careful as to disclaim in a special note that he, she or they is, or are, not responsible for what might appear under that heading, "Correspondence." It is a pity that he, she or they forgot to put a similar announcement to that notorious "open letter," but we notice that not a single editorial word appears in the *Schoolteacher* indorsing the "open letter." We congratulate you, brother or brothers, sister or sisters, whoever you may be, that you still have left in your soul or souls enough patriotism to keep you at least neutral when our teachers are slandered, even though you will not say a word in their defense. When you succeed in finding a public school teacher or County Superintendent who is a *North Carolinian* and in his or her right mind, and is willing to say in your journal, above his or her name, that our public school teachers, as a general rule, are without the slightest suspicion of culture, as charged by Mr. Moses, it will be well to start a first-class dime museum with that teacher, for you will then have secured, indeed, the greatest curiosity of this century. This is all we have to say in this matter at present.

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"A CHILD IS the most winsome teacher in the world. The man is past hope who cannot learn a lesson from a child."

ABOUT OUR TEACHERS AND SCHOOLS.

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Miss S. Lucy Joyner is teaching at Greenville, Pitt county.

Miss N. C. Moore is teaching at Riddicksville, Hertford county.

Mr. J. H. Bowles is principal of Summerfield Academy, Guilford county.

Miss Frances W. Porter is secretary of the Teachers' Council of Randolph county.

Mr. J. B. Price is principal of Bloomingdale High School, at Sterling, Robeson county.

Miss Mary G. Pippin has an interesting private school near Whitaker's, Edgecombe county.

The Misses Giles, of Trinity College, have a most excellent high-grade school at Greenwood, S. C.

Miss Elma Davis (Peace Institute) has a nice little school of twenty pupils at Falls, Wake county.

Mrs. L. W. Weathersbee has a fine school at Burlington. About eighty pupils are enrolled for the fall term.

Miss Hattie Smith is assisting her sister, Miss Minnie L. Smith, in the high school at Glen Springs, S. C.

Mr. S. J. Whitener is principal of Mt. Zion Academy, Mecklenburg county, and the institution is flourishing.

Rev. H. Pippin and L. H. Joyner, both of Wake Forest College, have a first-class school at Stanhope, Nash county.

Miss Connie Pfohl has resigned as teacher in the Salem Academy and her place has been filled by Miss Jane Ward, of Raleigh.

Mr. John E. Rheim, of Bald Creek, Yancey county, is now a member of the faculty of Weaverville College, Buncombe county.

Mr. W. C. Hammer, of Randolph county, is improving educational matters in his county by the monthly meetings of the teachers.

Fairview Academy, Mr. W. T. Whitsett, Superintendent, Gibsonville, N. C., now has about one hundred students. The faculty numbers four.

Mr. J. P. Burroughs is principal of the "Richmond Training School," at Ellerbe Springs, Richmond county. The institution is flourishing.

Mr. John F. Bradley is teaching a public school near Gastonia, Gaston county. He says that he "enjoys reading THE TEACHER very much."

Miss Sallie P. Shearin has a good school of twenty-eight pupils at Vaughan, Warren county. She writes: "My school has been made quite attractive for my pupils by the introduction of some of Professor McIver's suggestions. Many thanks to him."



Mr. J. E. Kinsland has established the high school at Clyde, Haywood county, on a high-grade of prosperity. The attendance is larger than ever before and is still increasing.

The editor spent a very pleasant day with the teachers at Halifax during the Institute. There was a good attendance of teachers, and the very best of attention was given to the lectures.

Miss Bessie M. Edwards has a very successful school near Staley, Randolph county, with thirty-five pupils enrolled. She writes that she likes THE NORTH CAROLINA TEACHER "ever so much."

Mr. B. C. Patton is principal of the excellent high school and academy at Cedar Grove, Orange county. Miss Flora Estelle Patton is assistant, and Mrs. S. S. Hughes has charge of the department of music. The present session is a very prosperous one.

Kernersville High School is rejoicing in an enrollment of ninety-one pupils with prospect of still more growth. Mr. H. L. Coble, A. B., is principal. Mr. J. R. Miller has charge of the primary department, and Miss Maria Old, of Norfolk, Va., conducts the departments of music and elocution.

We are glad to learn that the University offers a three months' course especially to male teachers, free of tuition, beginning February 24th. No examinations are required for entrance. We have seen the programme and find it very attractive. All teachers desirous of improvement should write to President Battle for a circular.

The Leaksville Practical High School is enjoying the most prosperous session in the history of the school. More new students have entered during the past month than have entered before during any entire spring term. Enrollment is now 125. Mr. B. W. Ray is principal, and his assistants are Rev. A. L. Betts, Wake Forest College; Miss E. L. Merrill, New York, and Miss Fanny E. Thompson, Pittsboro, N. C.

The splendid Davis School at LaGrange has been compelled to suspend work for a short while on account of the epidemic La Grippe being so prevalent among the students. Over two hundred young men were at the school, and it is to be sincerely regretted that this suspension was necessary. Our sympathy is with Col. Davis, and we hope that his excellent school may soon re-open with even a largely increased attendance.

The Raleigh Business College is located in handsomely furnished quarters in the Reade Building on Fayetteville street. The attendance is growing and the work is thorough and practical. Instruction is given in Commercial Arithmetic, Short-hand, Type-writing, Book-keeping and Telegraphy. The faculty comprises Prof. G. Millman, President, and Miss Lyon. A good business education is strong and active capital to any young man or woman.

Rev. R. Burwell and Son, Principals of Peace Institute, have sold their interest in the school to Prof. James Dinwiddie, of Gordonsville, Va. The new management will take charge on September 1st, and Mr. John B. Burwell will continue his connection with the Institute as associate principal. Prof. Dinwiddie is highly esteemed as a most excellent and successful teacher and we trust that his presidency of Peace Institute may be in every way satisfactory. Our best wishes remain with Mr. John Burwell and his venerated father, who have done so much for the higher education of the young ladies of North Carolina and the South.

On February 1st the Board of Trustees of the Baptist University for Girls met in Raleigh to decide upon a location for the institution. Several of our most desirable and enterprising towns sent representatives to the meeting with bids for the University. There were very liberal offers of money and land made by Durham, Greensboro, Oxford, Murfreesboro, Reidsville and Raleigh. After a lengthy session and much discussion the Board finally selected the Capital City as the home of the University. The offer made by the Raleigh Chamber of Commerce and Industry was \$25,000 and a site not less than eight acres. Work on the buildings is to begin at an early day and it is intended that the institution shall be open for students within a year.

Prof. E. A. Alderman during the past month has held State Teachers' Institutes at Kinston, New Bern and Beaufort. The attendance has been very good in each county and has included about every public school teacher and a number of the teachers of the private schools. Prof. Alderman is thoroughly qualified for this work and is a fine and logical speaker. His instruction has been most improving to the teachers, and his public lectures, wherever delivered, have created a new and stronger sentiment in behalf of our common schools. In most places where he has conducted Institutes the people have become so much interested in the cause that they have frequently demanded his services in several public evening lectures, upon all of which they attended in large numbers. During his latest work, at Beaufort, on Friday morning, 14th inst., before a large gathering of the people of Beaufort and surrounding country, he made a most powerful and logical appeal for public schools, using as the basis of his argument this fact: "Every man who has any brains in his head or a heart in his breast believes that education is a good thing for his child: hence it is a thing equally as good for his neighbor's child."

The State Teachers' Institute for Halifax county was held February 3—8 by Prof. Chas. D. McIver. The attendance was good, though there was a very conspicuous absence of male teachers. Is it possible that the men are leaving our public schools except in the larger cities? If it is true that the women are to do nine-tenths of the public school teaching in our State, is not it equally true that North Carolina should provide a Training School for the female teachers to enable them to do the most thorough



and efficient work? Among the most practical work done by Prof. McIver was his illustration of the "word method." He used a class of six little children from four to six years old, who had never been taught anything, and after fifteen minutes' instruction each day he had taught them to easily read half a dozen sentences of four words each. On Wednesday evening, by special invitation, Prof. McIver addressed the colored people of the county upon the subject of education, and his sound, sensible talk to them will do good. He said in his regular institute work that he was amazed at the high grade of efficiency possessed by the teachers wherever he had been in the State, considering the opportunities which they had for improvement. "There is no nobler work in this State than that in which the public school teacher is engaged, nor one more fruitful of reward with a consciousness of a duty well done."

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## FOREIGN EDUCATIONAL NEWS.

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REPORTED EXPRESSLY FOR THE NORTH CAROLINA TEACHER.

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*Brunswic, Germany.*—The teachers here are happy. Hitherto the lowest salary was \$300, the highest \$700. The City Council has decreed that the highest salary shall be \$750, and instead of serving thirty years before reaching this grade, it shall be given after twenty-seven years' service. "Every mickle makes a muckle."

*Prussia.*—How Church and State tease each other in Prussia is seen from this little incident. The school inspector at Graetz invited Rev. Provost Akaszewsky at Buck to the opening of the new school-house at Kozlowo. But the reverend provost did not wait for the day of the official opening: he appeared three days earlier and consecrated the building according to church ritual. Then he sat down and wrote a polite reply to the invitation, in which he suggested that he had expected an invitation to a "consecration," not an "opening."

*Great Britain.*—From England and Scotland numerous pupil-strikes are reported. On the 8th of October several hundred school-boys in Edinburgh marched noisily through the streets and threw mud at the school-houses, notably at the Geogie School. Similar demonstrations took place on the same day in Dundee, Cardiff, West Hartlepool and Middlesborough. The strikers demanded a reduction of wages—pardon, a reduction in the number of school hours and abolition of home tasks. Those in Hartlepool wanted to have the morning session reduced to from 10 to 11.45 and the afternoon session from 3 to 4.30.

*Norway.*—In the Storling, lower house of the Norwegian legislature, a very extended, if not heated, debate took place last year concerning the

position of classical languages in high schools. It was stated that in every domain of human exertion new methods have been adopted, save in classical schools, where the young are still learning as they did during the middle ages. A great majority of the speakers recommended a radical change in the course of study; but at the same time they were cognizant of the danger of entering upon a new mode in opposition to other countries which predominate in influence and number of inhabitants.

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## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do;  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE!

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ON THE 22d of January, 1890, at Mr. A. Tate's, in Graham, Mr. Henry Jerome Stockard, of Graham College, married Miss Lula Tate, a teacher and an accomplished lady of decided literary attainments.

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## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

---

TEACHER (in Wake county school) writing on board "Heir"—"Now, class, what is this word and its definition?" Little girl on the back seat—"Hare, and it means a little rabbit."

A PUPIL in a geography class, not far from Raleigh, described the Europeans as having "yellow hair and golden eyes." Let's send her to Europe to find such curious beings as she described.

TEACHER—"What part of speech is 'but'?" Henry—"But' is a conjunction." Teacher—"Correct. Now give me an example of its use." Henry—"See the goat *but* the boy. 'But' connects the goat and the boy."

MABEL—"And so, Clara, you have really accepted that professor?" Clara (his pupil)—"Yes, but indeed I didn't intend to do so. He proposed to me in Greek and when I refused him in Greek I got terribly mixed on my negative—*mehercule*—and accepted him—now I am too proud to acknowledge my blunder, and so I am his for life!"



# Are You a Teacher? Yes?

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We want every teacher in this State to be a subscriber to THE NORTH CAROLINA TEACHER for the year 1890.

The subscription price is only one dollar for the year. We are perfectly willing to credit all teachers until they have a dollar to spare, but we want your names on our books *now*.

To each person who sends a dollar with the name we will give a copy of that remarkable teacher's book, "Evolution of Dodd," or six pieces of vocal or instrumental music.

Besides, if at the end of the year you feel that you have not been helped very greatly by reading THE TEACHER you need not pay for it, or if you have already done so we will return the money or extend your subscription another year and let you try the magazine again.

THE TEACHER is a *live* journal of education and we believe it will encourage you to do more thinking in your work.

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We do not require you to agree with us in regard to any method of teaching that we suggest or in any criticisms we may make upon some methods now being used; we only ask you to read THE TEACHER and then do just as the editor does—*think for yourself*.

THE TEACHER believes thoroughly in the OLD NORTH STATE and her teachers; it will try to be your best friend and defender at all times and from all misrepresentations or slurs no matter from whomsoever they may come.

THE TEACHER shapes its own policy and line of thought; is most thoroughly independent, but by no means neutral; is mainly original and will try to be generally right.

If you carry THE TEACHER to school with you in the morning it will be easy for you to do better teaching that day than you did the day before.

THE TEACHER is now regularly read by over 5,000 people in North Carolina and the Southern States; we want to have 10,000 readers before the end of 1890. If *you* are not now one of that number we want you to be.

If you are already a subscriber to other educational journals so much the better. Don't cut off any one of them, but *be sure* to add THE TEACHER to your list, for it will tell you things that will interest you and which cannot be found anywhere else.

The principal work of THE NORTH CAROLINA TEACHER is to secure a good school for every teacher and a good teacher for every school. We want you at all times to feel free to write to us for anything you want relating to professional work and we will do our level best to aid you.

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EUGENE G. HARRELL,

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I have examined it and am very much pleased with it.—*Superintendent P. P. Claxton, Asheville Public Schools*.

The book is capital! A decided hit! Mrs. Spencer and the publishers deserve the hearty thanks of all North Carolina.—*Prof. George T. Winston, University of North Carolina*.

Mrs. C. P. Speneer's "First Steps in North Carolina History" has been written "to interest and instruct the boys and girls of North Carolina," and it will be sure to do it. We wish that every child in the State could have a copy. The public thanks are due to the accomplished authoress and the enterprising publishers for this valuable book. No one in the State could have prepared such a history better than Mrs. Spencer, and the appearance of the book shows how admirably the publishers have done their part.—*Chatham Record*.

It is one of the most delightful books that I have ever read and it will be gladly received by North Carolina teachers. I shall put a large class of girls in it at once.—*Prof. Charles D. McIver, Peace Institute, Raleigh, N. C.*

We are gratified to see this greatly needed work undertaken. \* \* \* The book should be read and studied by our people.—*Progressive Farmer*.

Mrs. Spencer is familiar with our history, is identified with it, is all North Carolina heart-wood, and is an accurate and clear writer, and we take pleasure in commending her little work to our schools and families. It should be a constant manual in every child's hand.—*Elizabeth City Economist*.

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March, 3, Winton, Hertford county.  
10, Plymouth, Washington county.  
17, Columbia, Tyrrell county.  
24, Windsor, Bertie county.

*Conducted by Prof. E. A. ALDERMAN:*

March, 3, Greenville, Pitt county.  
10, Williamston, Martin county.  
17, Washington, Beaufort county.  
24, Bayboro, Pamlico county.

Each Institute will be held one school week, and the conductors will be assisted by the County Superintendents.

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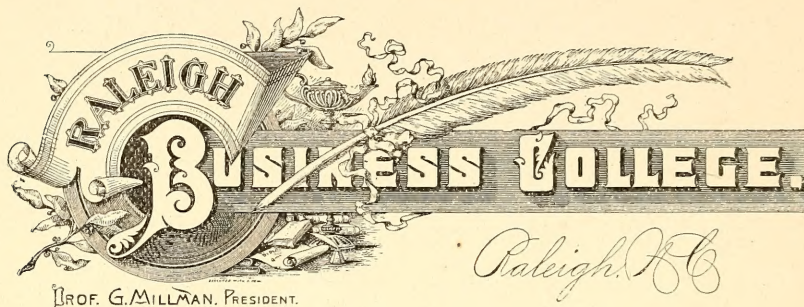
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Oxford, N. C., July, 1889.







PROF. JAMES DINWIDDIE,  
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# THE NORTH CAROLINA TEACHER.

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VOL. VII.

RALEIGH, MARCH, 1890.

No. 7.

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EUGENE G. HARRELL,

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Editor.

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## VACATION DAYS.

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It isn't enough that flowers bloom,  
That grasses wave;  
That ten whole weeks of happy time,  
Our own we have.  
Something else the summer must hold,  
Sweeter than honey, and brighter than gold.

It isn't enough that glad birds sing,  
That brooklets run;  
That lessons are thrown to the careless winds,  
Every one.  
Something else the summer must hold,  
Sweeter than honey, and brighter than gold.

It isn't enough that sea-shells gleam  
On sandy shore;  
That tossing waves on the ocean's breast  
Tumble and roar.  
Something else the summer must hold,  
Sweeter than honey, and brighter than gold.

But it is enough that a loving heart,  
In work and play,  
Should make all others surrounding them  
Happy alway.

This is the charm the summer must hold,  
Sweeter than honey, and brighter than gold.

—*Congregationalist.*

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER XI.

### THE SCOTCH CAPITAL.

EARLY SIGHT-SEEING—WALTER SCOTT'S MONUMENT—NATIONAL GALLERY AND MUSEUM OF ANTIQUITIES—JENNY GEDDES—NOTED HIGH STREET—JOHN KNOX HOUSE—THE "HEART OF MIDLOTHIAN"—THE CASTLE—HOLYROOD PALACE—FAMOUS LOCALITIES—CELEBRATED MEN—INTERESTING RELICS.

(BY MRS. V. L. PENDLETON, WARRENTON, N. C.).

On Monday morning, July 22d, as we looked from a window of a Princes street hotel and saw the glory of the summer sun lighting up the turrets, towers and battlements of the grim old Castle of Edinburgh we felt like exclaiming with one of Black's heroines: "Oh! my dear, we have seen nothing like that, not even in your own country of the lakes."

Our party started out early, and again we heard some Scotch children crying out as we passed: "Yankees! Yankees!" All Americans are Yankees in Europe, and indeed for that one day we rivaled our Northern brethren in inquisitiveness and independence.

Princes street, the "Broadway" of the "New Town," is broad and handsome, with noble granite edifices on the north side. In one of the lovely gardens, which is under the royal patronage, the pinnacles of the Gothic red sandstone monument of Sir Walter Scott rise two hundred feet



above us. Its foundation is fifty feet below the surface of the earth, and its erection cost eighty thousand dollars. It was designed by a native artist, and is beautiful both in design and execution. In the centre sits the great novelist himself with his favorite grey-hound by his side. Around him and above him in niches of the pinnacles are statues of characters taken from his novels. What a wonderful man he was!

As we wandered amidst the highlands his "Lady of the Lake" threw a glamour of romance around the beautiful lake scenery; and now in Edinburgh our thoughts go brooding over the story of the Covenanters as told in "Old Mortality," or the thrilling scenes in the life of Mary Queen of Scots as portrayed in "The Monastery" and "The Abbot," or the Pretender's attempt to gain the English throne as it is thrillingly depicted in Waverly. The fact that he made nearly two and a quarter millions of dollars shows how his genius was appreciated.

Near Scott's monument are bronze statues of Livingston, Adam Black, and Professor Wilson. The latter is known as "Christopher North," and those who have enjoyed his "Noctes Ambrosianæ" will look upon it with peculiar pleasure.

Near here and on the same terrace are the National Gallery and the Museum of Antiquities. The former has some works of the old masters as well as of the best modern artists; and the latter, among many things of interest, the very stool which Jenny Geddes hurled at the head of the Dean in St. Giles' Cathedral as he attempted to read the service according to the order of Charles I. The ireful woman exclaimed: "Collect, said ye! the Deil colic the name o' ye. Wad ye say mass at my lug?" This raised such a storm against Episcopacy that no attempt to force it upon the people has ever been made from that day to this.

But we are impatient to cross the bridge that spans the valley which separates this handsome modern town from the Edinburgh of song and story.

A short walk takes us to High street, which has so often resounded to the clash of arms. Here Cromwell and Edward I., known as the "Hammerer of Scotland," and the great Bruce, all have marched with their victorious armies. The old Scotch were a turbulent people and quite as ready to redress private as public grievances. In the sixteenth century Sir James Douglas killed his deadly foe, Captain Stewart, and rode away triumphantly with his head on his spear. Twelve years afterward a nephew of Captain Stewart met Sir James on this same High street and ran him through the body where the cross now stands, under the very shadow of St. Giles' Cathedral.

Farther down this same street is the house in which the great John Knox lived, with this inscription in the stone front: "Love God above all, and your neighbor as yourself." Also the name "Jehovah" in English, Latin and Greek.

We look with interest at the quaint old window in which he used to stand and preach to the waiting multitudes below.

We can imagine his earnestness and zeal, and very style of preaching, for one of his biographers, in speaking of him after his health failed, said that on one occasion he had to be assisted in the pulpit, and added: "He behooved to lean upon it at his first entry, but ere he was done with his sermon he was lyke to ding the pulpit in blads, and flie out of it."

On this same High street once stood the Old Tolbooth prison, better known as the "Heart of Midlothian," which the novel of that name has invested with such peculiar interest. There is only a heart of brick and stone in the pavement to mark the spot, but who could look upon it and not see the surging mob bursting open the doors of



the old prison, bringing forth Porteus and hastily hanging him to the dyer's pole near by, while Madge Wildfire, the leader of the mob—no other than Effie Deans' lover in disguise—stays behind to beg Effie to make her escape, but she wearily replies: "Nae, what does it matter if my good name be gone?" It is the only noble sentiment she uttered in the whole book. But her faithful sister, Jennie—how we love and admire her! We follow her as she trudges on foot to London, and read anxiously her conversation with the great Argyll, the Scotch representative in Parliament. She timidly excuses herself for wearing the tartan, when he replies with this burst of eloquence: "The heart of McCollum More will be as cold as death can make it when it ceases to beat to the tartan!"

Near here is Parliament House, of Italian style of architecture, now used as courts of justice.

From Knox's house to Holyrood High street is called Canongate, for the Canons of the Abbey presided over it, and there was doubtless a gate of note through which they issued, even as we believe that Cowgate is the way by which cows were carried to pasture, for a writer of 1500 calls this same street "Via Vaccarum." The wynds and closes of this quaint old city have great historic interest, and we peeped down some of the narrow, dirty lanes with great interest.

In College Wynd Sir Walter Scott was born, and Oliver Goldsmith "astonished the natives" with his gorgeous apparel.

In Craig's Close Sidney Smith, Lord Jeffrey, Lord Brougham and others met in secret conclave to superintend the publishing of the *Edinburgh Review*, which in 1802 astonished the literary world with its learning, brilliant wit and keen criticism. These men, known as writers and statesmen, were young men then and were in Lord Jeffrey's apartments away up in the eighth or ninth story of a house

in Burcleigh Place when Sidney Smith proposed that they should start a Review, which was received with acclamation.

He proposed they should adopt as their motto, "*Tenui musam meditamur avena*"—"We cultivate literature upon a little oatmeal," but the suggestion was rejected and they adopted the present motto, "The Judge is condemned when the guilty are absolved." How appropriate the first motto would have been!

It is said that this book-loving people would go without a dinner and take the money to purchase some coveted book. Such a people will succeed, and they have succeeded.

Dr. Adam Smith was the founder of Political Economy in England. Not to speak of John Knox, who made the very throne to tremble, Dr. Chalmers was so eloquent that when he preached in London Wilberforce and Canning went to hear him. Mr. Canning, turning to his friend, said: "The tartan beats us; we have no preaching like that in England." Hume and Robertson, both historians of great clearness and power, lived here. De Quincy, that master of English prose, spent his last days here. Hugh Miller and Dugald Stewart lived here all their lives. The beautiful scene from Calton Hill inspired Campbell to write the opening lines of his "Pleasures of Hope." The "Ettrick Shepherd" sang here sweetly, and the "Ayrshire Ploughman" took the city by storm.

Poor Burns! In the museum in the interior of his monument on Calton Hill are many relics, among them a cast of his skull; and we sat on the stool on which he used to correct the proof-sheets of his poems. There is, too, one of the saddest letters that we ever read, written just nine days before his death: "They have taken up the notion that I am about to die, and will infallibly put my emaciated body in jail. Will you be so kind as to accommodate me, and by return mail, with ten pounds?"



Holyrood Palace is of great interest. Tradition says that as David I. was hunting he was attacked by an infuriated stag and would have lost his life had not a luminous cross interposed. The grateful king erected an Abbey on the spot and called it Holy-rood.

The palace near by of the same name was founded by James IV. of Scotland in 1501. The western tower, in which are Mary Queen of Scots' apartments, was erected by her father, James V. The picture-gallery was once a grand reception-room—it is now used for the election of the Scottish representative peers. In Lord Darnley's rooms are some beautiful specimens of tapestry, said to have been brought by Queen Mary from France. There are also some portraits of interest. We ascend to Queen Mary's rooms above and enter first the audience chamber. This opens into her bed-chamber, and there is the bedstead on which the most beautiful woman in Scotland once slept! The crimson hangings are old and faded and tattered, and the coverlid is so faded that we can only conjecture as to its original color. The baby basket sent by Queen Elizabeth before the birth of James VI. is here with its faded lining, also Mary's work-basket. Her looking-glass still hangs on the wall, and faded tapestry hangs around the room. This tapestry, like the portieres of to-day, hangs down and conceals the small door of the stairway leading from Lord Darnley's apartments. This door is on the east side and right by the north-east corner door that leads to the *boudoir*.

We can well picture the scene on that memorable night of the assassination. Mary, with her secretary and a few lady friends, are at supper. The noise of footsteps and the clash of arms are heard. Lord Darnley enters first and throws his arm affectionately around the Queen; then stalks Lord Ruthvon in full armor. Mary springs to her feet and orders him from the room. The ladies scream, the table is overturned.

Rizzio, clinging to Mary's dress, cries, "Justice! save my life, madam! save my life!" Ker of Faldenside presents a pistol to her bosom. George Douglas, snatching Darnley's dagger, stabs Rizzio over Mary's shoulder. They drag him through the audience chamber and dispatch him with fifty-six wounds, at the head of the staircase, and we were shown the stain of blood on the floor (?) where Rizzio fell.

This was indeed a city of crime, for this scene suggests another. Down Robertson's Wynd was the mansion of Kirk o' Fields, in which Lord Darnley was blown up with gunpowder. Was his wife guilty or not guilty? Her beauty, intellect and great misfortunes have thrown a halo of romance around her, and we fain would believe her as innocent as she was beautiful.

The history and romance of the old Castle alone would fill a volume. It was a stronghold as early as the Saxon Heptarchy, and has been the scene of much revelry, mystery and bloodshed. The half-mythical cannon, "Mons Megs," which was forged in Mons, Belgium, in 1476, stands on the Bomb Battery. Perhaps a brave gunner named it for some fair Marguerite. Behind the guns is St. Margaret's Chapel, built in 1050 by Malcolm Canmores' Saxon Queen. It is very small and quaint, and the stone steps are deeply worn by the footsteps of visitors.

The regalia of Scotland is here, and it is a pleasure to look on the crown of Bruce. It is a closed crown to show that Scotland had thrown off allegiance to other powers. The sceptre is slender and the head is surmounted by a magnificent oriental pearl. The sword of state was presented to James IV. by Pope Julian II. A golden collar of the Order of the Garter presented to James VI. by Queen Elizabeth when he was made Knight of the Order of the Garter. The "St. George" or badge of the Order of the Garter has on one side an image of the patron saint cut in onyx and surrounded by diamonds, and on the other the thistle. These



jewels were put in a strong chest, which we saw in the room, and were concealed in this very castle at the time of the Union, March 26th, 1707. They lay concealed for nearly one hundred and eleven years, when they were discovered by the State Commissioners, of which Sir Walter Scott was one, in 1818. The English accused the Scotch of wilfully destroying these badges of royalty, which they denied. Men were appointed to seek them. After searching many a stronghold, finally this chest, all covered with a century's dust, was found amidst the rubbish of a small unused room of the Castle. It was fastened with bands of iron riveted together. Sir Walter Scott encouraged the workmen as they laboriously worked at the iron bands. A multitude of anxious men were awaiting the issue at the foot of the crag, for a flag was to announce to them the result. As the flag floated on the breeze we can well imagine the shouts that greeted it, for it was a gratification to these honest Scotchmen to know that none of their countrymen had wantonly destroyed these badges of their former glory.

The room in which King James VI. was born is very small and has only one window. Tradition says that from this very window the infant prince was lowered in order to be christened in the Roman Catholic faith. The Castle is used as a barracks now, and was guarded, when we were there, by highlanders of the Cameron Clan. One of the most beautiful and interesting sights to us was the noon-day drill of the soldiers in full highland costume while they stepped to the inspiring time of the bagpipes.

Here prisoners have languished and died, while many have escaped in disguise. Once an Argyll issued from the prison dressed in the clothes of his daughter-in-law's lackey; but unaccustomed to such menial service, besides being nervous, he let the lady's train drop in the mud, whereupon, with the ready wit of a true Scotch woman, she

switched his face with the dripping train, exclaiming, "Thou careless loon!" So no one suspected that he was an Argyll.

A guide pompously declared, "This Castle has never been taken save by stratagem." We do know that when Edward I. occupied the stronghold one of Bruce's soldiers told his great General Randolph that in times of peace he had scaled the walls to visit his lady love, so the soldier, with thirty trusty Scotchmen, were entrusted with the taking of the Castle.

One dark night they boldly climbed the steep crag, surprised the sentinels and took the fortress.

On another occasion when it was occupied by the English the Scotch concealed soldiers in a wagon of hay, which stopped in the grand entrance so the portcullis could not be lowered (we gazed with interest at that very gateway), and the soldiers sprang forth, and other soldiers concealed near by came to their assistance, and thus the Castle was entered and captured.

Within these walls we hear of the fatal black bull's head being served to a Douglas and he and his younger brother ruthlessly murdered.

In later days the skeleton of an infant was found in the thick wall and was left there, and the very stone behind which it rests was pointed out to us. Oh! the mysteries of those grim, black walls only the great eternity shall reveal.

The city grew up around the strong castle and the houses were built near for protection, and are of great height. I counted some that were twelve stories high, and they were perched on eminences at that. Some of these tall buildings open on one side in a street below, while the other side may be only two or three stories and open on a street fifty feet above the one on the opposite side. We think the Upper and Lower town would have been as appropriate names as the New and Old town.



We again walked up Calton Hill, with its terraces and monuments.

The scene is one of great beauty. The city lies below, and beyond sleeps the calm Frith of Forth, while on the other side rises Selsbury Crag and Arthur's Seat, so called because King Arthur defeated the Saxons near by.

It was a favorite resort of David Hume, and Scott said that he often went there when engaged with a favorite author or new subject of study.

Some of our party climbed up the rocky crag while others drove around it and visited the Forth Bridge, noted among the bridges of the world.

A pretty Scotch lassie pointed out to us the St. Andrew's Cross in the pavement of Grass Market, which marks the spot where the ancient gallows stood on which Covenanters and Royalists—persecutors and persecuted—alike met their fate.

We lingered in the Grayfriars church-yard, where Allan Ramsay, and Robertson, the historian, sleep. Here, too, is the vault said to be haunted by the bloody Mackenzie. The most interesting is the handsome entrance to the vault where the brave Covenanters, who sealed their faith with their blood, sleep their last sleep.

Those two days in Edinburgh will be remembered forever, and whenever we read or hear of the beautiful cities of the Old World we will straightway think of Edinburgh with its craigs, tall houses, castellated towers, dismantled Abbey and beautiful spires, all watched over by the grand old Castle.

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TO SHOW a pupil that he does not know anything is often a necessary part of the teacher's duty, but it is never his whole duty.

[For The North Carolina Teacher.]

## THE "BLUE BACK" AND ITS RIVAL.

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BY FLOWERS SEAWELL, JONESBORO, N. C.

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The last few years have given us many undoubted reforms in school work. Normal Schools and Teachers' Institutes have been schools of pedagogy, and teachers attending them have striven to put into practice the theories there taken up. The chief advantage derived from this is that teachers have been caused to regard their occupation as indeed a profession with its peculiar methods and devices to procure success. The methods themselves deserve discriminating study.

Necessarily most changes in North Carolina public school work relate to methods of primary teaching; and the central feature among the "reforms," which teachers are invited to accept, will be readily recognized as the "Word Method." Its advocates would ingeniously array with it a number of points in school work, the excellence of which every fair mind must admit, which are not peculiar to it, are quite separable from it, but which play a great part in leading the unthinking to accept that method.

It has been repeatedly prophesied that this "improved method" would supersede the teaching of the alphabet, and the authoritative action of the State Board of Education as to a Speller for the public schools indicates a determination to have that prophecy fulfilled. But the question has never been properly agitated among our teachers. If these are poor enough to have no opinion on a subject of such importance, and can properly be treated as puppets, it is unsafe to have them as teachers at all; on the contrary, if they do have an opinion this is a shining example of a case that ought to have been left to their discretion; for



the difference in the two methods of teaching is too radical, the opinions to be founded upon it too pronounced and well supported to be thus summarily settled. The public school law gives the State Board of Education plenty of room to be arbitrary; and its action in this matter, though within the sphere of its powers and without doubt intended to subserve the interests of education, will, with good cause, be regarded as unfair, autocratic and oppressive.

It is sought to banish Webster's Spelling-book from the schools and supplant the methods with which it is identified by the use of Harrington's Graded Speller. Let us get clearly before us what we are losing and what we are gaining. A few may have seen some of the following views expressed elsewhere by this writer, but the great circulation of THE NORTH CAROLINA TEACHER among the friends of education in North Carolina and elsewhere renders unnecessary any apology for their introduction here.

We must not forget to what extent the spelling of our language is phonetic. Approximately the names of the letters suggest the sounds they represent, and like combinations are similarly pronounced. Only one system gives this feature its true weight. Webster's Spelling-book makes the earliest, most perfectly sustained and best use of this cardinal principle; the books made expressly for the "word method," with some differences of rank among themselves, almost ignore it. The name-value of the letter, so well worth securing, is utilized by none of them. Such attempt as is made to impress the pupil with the fact that certain characters represent certain sounds is not attended with the early and complete success obtained where the alphabet is learned, uncompromisingly, in the first instance.

So far from being, as alleged, uninteresting, the study of the letters has for many children a peculiar charm, to most others is easily rendered attractive; and if a task can, at all

events, be quickly finished. But if the study of the alphabet is not necessarily without interest, it is a greater mistake to suppose that in any method, where in the beginning the words are learned in entirety, interest can be abnormally sustained. "It is a task" will finally come to be said of the latter as well as of the former system.

The interest excited by pictorial aids and the meanings which may be attached to the words is chiefly of mnemonic value and certainly, in this method, to the last degree necessary; but it has a constantly diminishing efficiency while the difficulties of the pupil's position continually increase. If the five or more first words are learned easily and with pleasure, every additional one taxes the memory peculiarly unaided, finally burdens it and causes confusion which must be straightened out time and again. It is a tedious journey before even fifty words are learned and the child "somehow, incidentally and without unnatural effort," as our Superintendent puts it, has feebly and imperfectly acquired a sort of knowledge of certain things which were long ago needed for his advancement, and which the beginner with Webster has already learned designedly, directly, "with nature fortified by art," and is now putting into effective service—"the names and use of the letters." The fact that the child acquired them "somehow, incidentally," is sufficient evidence that he needed them.

In his distress the older pupils, at their own recitations or elsewhere, somehow gave him a little light as to the letters, the teacher who disdained the use of the alphabet quite incidentally leaked a little important information in that line; and just as naturally as the perishing tendril, unaided by the gardener's hand, gropes out for moisture, he got the illicit information and began to thrive. I have no faith in somehow and incidentally; and as for the naturalness of such a proceeding the whole educational



system is a highly artificial thing invented to supplement nature's weakness. It would be more natural if persons learned everything as we are invited to learn the elements of etymology—by experience, the school in which fools learn and which is doubly dear for price paid and time wasted.

I have not found that the comparison of the progress of the beginners by the two methods is to the advantage of the word method. The process by which the first few pages of Webster's Speller is extended over months is familiar to me as pupil, but not as teacher. In that case the average time of recitation for an abecedarian was about thirty seconds and the average length about one-third of a character per day.

A teacher ought to be dissatisfied unless in two weeks, at the most, the pupil has mastered the alphabet, and more or less of those etymological fragments which excite so much shallow ridicule. Henceforward his progress is rapid enough to cover the apparent difference in advancement long before the end of Holmes' First Reader is reached by the other. At no time was he actually behind in the race, and now the effects of his superior training begin to be felt. He is now virtually, and soon actually, in possession of a much wider vocabulary than his competitor, having a very superior power of acquiring and retaining new words. In this connection, as to the recognition of words at sight, I presume no good teacher will suffer the beginner to go over new words unless he has so mastered them; and for such training from the very first no book compares in effective arrangement with Webster's. Taking, for instance, the parts of words *scra*, *scre*, *scri*, *scro*, *scru*, *scry*, the recurrence of *scr* and the occurrence of a fourth new letter, to which he must pay closer attention, quickly trains the pupil to grasp the effect of the first three letters with one mental effort, and combine it with the smaller new element. This is just what any one does in reading.

Such words as *can*, *fan*, *man*, *ran* the pupil may read off at *first* sight when properly advanced through the preceding exercises. He is much better qualified to acquire a new word and recognize it afterward at sight, because he has been better trained to grasp and appreciate the features which characterize it, and can often master at one lesson that which would have occupied him a day or longer but for this superiority in training.

The proposition that the study of the elementary matter in Webster's Speller dwarfs the intellect is absurd. As to the alphabet, if its sole use were to accustom the mind and eye of the pupil to observe small differences in form, it would repay for the short time spent with it. The succeeding exercises call forth higher qualities of mind than are evoked in methods which begin by learning words entire. The latter demand just the same faculties that enable the dog to perform his tricks or the hog to recognize certain cards. A well-managed pig might perform the same brilliant intellectual feat.

One of the most universal and potent factors in developing the intellect is reasoning by analogy. A mere glance at the arrangement of matter in Webster's Speller reveals the fact that as soon as two letters have been associated, at the very threshold of the beginner's experience, this is called into requisition and perfectly utilized throughout the book. Even thus early is the pupil led into those habits of self-reliance, of observation and study for self, that underlie the future intellectual success.

In some of their statements the disapprovers of Webster's Speller must be conscious that the main truth lies underneath them untouched, or their examination has been cursory and their eyes are dimmed with surface scum. It is said there are about three hundred and seventy-five "words" at the first of the book not found in a dictionary; a more strictly truthful statement would be that the



dictionary of the language is made up out of these three hundred and seventy-five parts of words. Just as a limited number of sounds are so combined as to produce a larger number of word-fragments, so these are themselves combined to produce the thousands of words in the language.

The pupil who has learned them well has gone far toward learning the host of words made out of them. This is so evident that I would beg pardon for mentioning it but for the application we can give it. If the scientist thinks time and effort can be saved to the student by systematizing his science and teaching its rudiments first, surely that course is best here where the whole fabric is built up by the combination of a few principles easily learned.

Again, the mind of the child is not analytical as it is in the adult. Its powers are more enlisted by a subject that is being *built up* before it. With it synthetic methods are easiest, simplest, best; a truth that has double force in this case, since the elements of etymology are primary principles peculiarly within the grasp of the child-mind. A perfect spelling-book must be like Webster's, both *elementary* and *graded*.

But one thing I have reserved to be considered last in connection with Webster's method with beginners—it is most important. Deeply seated in the human brain is the *instinct* for language. Articulation precedes all knowledge of word-meanings. This instinct, so interestingly apparent in infancy, is just as strong in childhood. Intimately associated with it are such parts of words as *ba*, *be*, *bi*, and in view of it even *scra*, *scree*, *scri*, with all the intervening matter, have to the child a peculiar meaning which thoroughly satisfies his reason. The difficulty supposed to arise from the fact that he can attach no meaning to them, in the ordinary sense of the term, is wholly imaginary.

The presence of this instinct, awakened and strengthened as some knowledge of language is gained in the home, is, apart from the possession of reason itself, by all odds the most important natural fact of which advantage may be taken in starting the child in the language. It is what "somehow" is his salvation in spite of perverse methods. Webster utilizes it in a masterly way, and through it at every step the basis is made for greater attainments with less effort. No other method makes adequate use of it, and, unless an imitation of Webster's, no other can. Hence, with this Speller, tuition may begin earlier and progress more rapidly. It is not only the quickest way with the bright pupil, but the best means the ingenuity of man has devised for fetching the dunce.

Webster's Spelling-book not only contemplates a future wide knowledge of the English language, but argues its superiority. Still we are not forced to decide the question of ethics and public policy whether any calculation ought to be based on a presumption that the sphere of the future citizen will be narrow and circumscribed, or whether it is not best to suppose that his education must be at least of a liberal character. In either case there is no need of abandoning Webster. His book has a larger vocabulary than Harrington's, of those words in common use, and opportunity is given for learning the meaning of them in sentences.

The extensive vocabulary, in addition, is amply justified by its valuable training in observant and accurate mental habits, and the helpful analogies it affords.

The most valuable feature about Harrington's Speller is that it compels writing exercises, which there might be a teacher poor enough to neglect, but which a good teacher would have done early and persistently with Webster's, Harrington's, or any other book whatever. Beyond this it is a hybrid affair, a cross between a reader and a spelling-



book, without having inherited the highest qualities of either. Its purpose is more satisfactorily served by beginning the use of readers with Webster's Spelling-book at the proper time, without losing the advantage of the more nearly perfect arrangement of words in order of their difficulty, which belongs to the latter book, together with the other important features mentioned.

As one who began his experience in teaching as a thorough believer in the "word method," I feel more freedom in stating what I regard as the bottom facts in this matter. Webster's Spelling-book was designed not for a procurer of recitation, but for the educated and skilled teacher, by one who was himself past-master in his profession, and had a choice of methods before him. It expects in that teacher learning, tact. The successive lessons are not burdened with notes to teachers; to such a teacher the book is too suggestive to need them.

But, until of late years, incompetency has been the almost unbroken rule in the public schools of North Carolina. Hence these persons had little conception of the wonderful power and adaptability of the book they pretended to teach by. It was the ignorance, laziness and indifference of the public school teachers that condemned Webster in spite of his surpassing merit. It needs only half the intelligent and patient effort to-day applied with other books to prove it.

A treatise on methods, based on this book, is the thing needed—it is classic and worthy of it. It is the only system based upon a profound investigation into the origin and development of language and years of successful teaching by the theory thus educed. As a successful attempt to induct the beginner into the etymology of the language, and through it into the temple of knowledge, it is unrivaled.

[For The North Carolina Teacher.]

## A TASTE FOR READING IN THE YOUNG.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

A taste for reading is beyond all other things a matter of cultivation and training.

Next to the fear of God, and the principles of Scriptural piety, there is nothing wherewith a wise and loving parent should so sedulously endeavor to imbue his child, from the earliest unfolding of his intellectual powers.

According to Sir James Johnson, physician extraordinary to William IV., whose practice lay chiefly among the nobility and gentry of England, the first seven years of a child's life should be confined to oral instruction. His notion is that the whole world is a varied volume, and everything new to the opening faculties of the child; that at that early period of life the duty of the parent is confined to the instruction of the child in the knowledge of truth and duty to the exclusion of books altogether. He thinks that a person can learn, even of books, more from seven to twenty-one than from the third or fourth year of his age to the twenty-first.

However this theory may be regarded, certain it is that a taste for reading should be early formed and cherished. It is of the utmost value as a defense and a protection against vulgar vices and low associates.

Second to religion alone it is the very best preservative and shield the young can have.

The time must hang heavily on the hands, not of a dull boy merely, but of a bright boy, who is debarred for a season, or a purpose, from out-of-door sports, and has no resource in pleasant and instructive reading. On a rainy day such a boy must be at once a sufferer and a pest.



True intellectual and personal independence is his alone who can find his pleasure in himself, in his own thoughts and in books. This is a fountain that can never cease to flow while life and reason last. Such may truly say, in the words of an old English ballad:

“My mind to me a kingdom is,  
Such perfect joy therein I find,  
As far exceeds all earthly bliss,  
That God or Nature hath designed.”

Nothing more happily distinguishes the age we live in than the abundant provision made for the instruction and entertainment of the young. The best hope for the future of our country is the attention now given to the education of the young, the interest they excite and the consideration they enjoy. All the resources of art are employed to illustrate and adorn the books and papers intended for them.

In every well conducted book store one of the most attractive features is the juvenile department. Indeed, the use of art, to heighten the charms of literature, is a device which especially marks the present generation. Those of us more advanced in life can easily recall to mind the coarse wood cuts and glaring and inartistic accompaniments of otherwise charming volumes common in our younger days.

A parent should certainly not be less careful of the intellectual and religious well-being of his child than of his bodily health, and as he would not expose him, especially in his tender years, to an insalubrious or malarious atmosphere, he should not more willingly suffer him to be infected with the more deadly contagion of a polluted or impious book.

The mind of any one, more signally and specially of a young person, takes its color from the mind of another, and all the more if that other have the charm of genius and taste, though spotted with sensuality and irreligion.

The lowest and lewdest dime novels are the destruction of many who, under better guidance, might become wise and virtuous and happy. The most horrible crimes that we read of are often directly traceable to the pernicious effect of corrupt reading. Every current of thought that passes through the mind purifies or pollutes it. The influence of the better class of writers fertilizes the mind as the annual overflow of the Nile enriches the soil of Egypt.

Another consideration which should greatly incite us to the formation in the young of a taste for salutary reading is that it affords us the noblest and most permanent enjoyment.

We have already seen its importance as the shield of virtue, more impenetrable than the shield of Achilles, "the terror of the Trojan Field," but it is especially to be cherished as an unfailing source of comfort in trouble or in old age.

At one period, when Charles James Fox, perhaps the greatest debater in the annals of the British Parliament, had lost immense sums at the gaming table and his friends feared that he might be driven to suicide, he was found at St. Annes Hill, his country residence, immersed in the study of the Greek tragic poets.

Lord Macaulay, whose just distinctions were as varied and splendid as a scholar, an orator, an essayist, a poet, and a leading member of the administration in India, above all as the most fascinating of English historians, says to a little girl, the daughter of his favorite sister:

"My dear Baba, I am always glad to make my little girl happy, and nothing pleases me so much as to see that she likes books. For, when she is old as I am, she will find that they are better than all the tarts and cakes and toys and plays and sights in the world. If anybody would make me the greatest king that ever lived, with palaces and gardens and fine dinners and wine and coaches and beautiful



clothes and hundreds of servants, on condition that I would not read books, I would not be a king. I would rather be a poor man in a garret, with plenty of books, than a king who did not love reading."

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## LOOKING FORWARD AND BACKWARD.

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### THE EDITOR'S DREAM.

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It was the evening of February 21st, 1890. The editor was sitting before a glowing grate in the solitude of his bed-room. He had spent the early portion of the evening at one of the most popular educational schools for girls in North Carolina, as a guest at the delightful reception by "Lady Washington and the Ladies of the Cabinet," given by the young ladies of the institution.

The occasion had been one of unalloyed pleasure, in which the senses had feasted upon a historic scene of deepest interest, while each fair participant, in the appropriateness of the character which she represented, in the neat costumes and in the charm of her own personal loveliness, had combined to form a picture of entrancing beauty and bewitching grace, such as is rarely seen and is never forgotten.

As the editor looked into the cheerful grate he recalled, one by one, the principal figures in that fascinating and animated panorama of historic and highly cultured ladies. Then, by contrast, his thoughts turned to contemplate some of those senseless educational methods of this day and time which, in the public schools, were doing nothing but making unthinking and unreliable machines of human minds, as compared with the thorough and rigid training of the past century which had produced such an array of brilliant

women as were represented by those young ladies to-night, and had made that long list of illustrious and thinking men who had so grandly shaped the literary and political history of our country.

In the intensity of his feeling of sorrow at the worthlessness of many of the "educational fanaticisms" now used in our public schools he muttered, half audibly, "When, oh, when will progressive North Carolina teachers cast away all these imported devices of humbuggery in teaching and return to the true and pure work of training a human mind, a human soul and human hands?"

The clock on the mantel struck twelve—midnight—and ere the silvery tones of the strokes had died away there came to him in a soft, gentle whisper these words—"The time has now come."

The editor was greatly startled by this voice replying to his soliloquy, as he was sure that no person was in the room but himself, nor had any door been opened since he had entered just one hour ago.

His eagerness to obtain further information in the matter upon which he had been meditating made him say in an audible tone, "Who are you that gives such a positive answer to the greatest educational problem of the day?"

"I am the Spirit of Wisdom," replied the same gentle voice. It is in my power to converse with mortals solely upon the subject of education, and therefore I answered your thoughts and inquiry concerning the return of the world to true methods of teaching. I wondered at the strangeness of your soliloquizing in such a train of thought, for you are living far in the twentieth century; and there have been none of those senseless methods in the schools since the close of the nineteenth century!"

The editor's curiosity now gave place to astonishment, and he asked, "How am I to know that you speak the truth, and that I am not dreaming?"



"Take this book," replied the spirit, placing in his hand a large volume. "It is an ancient history of the world, written about the year 1895. On page 53,742 you will find a true account of the rise and fall of the false methods of teaching, which were then called "progressive education" by the enthusiasts who labored for years to establish the silly devices into the system of public education. Many men and women were for a while deceived by those so-called methods and their advocates, and the shoe-pegs and peas were seen in numbers of schools, but the final destruction of the humbuggery was complete, and the restoration of true and natural methods was triumphant and permanent."

The editor opened the book at the designated page. The history was originally written in Volapuk, which at that time was most generally spoken, but it had been translated into English, the language of the world. He read:

#### CHAPTER MDCCCXC.

##### THE GREAT ENEMY OF PROGRESSIVE EDUCATION DESTROYED.

1. Now it came to pass in those days that Grover I., of the genealogy of Cleveland, was ruler the second time in the land which is called free and in the homes which are named the brave.

2. The great dominion of Grover I. extendeth more than the dominion of any other nation. It beginneth at the frozen pole in the north and continueth, without hinderance, to the southward until it endeth at the Cape which is called Horn; the shores thereof toucheth the Atlantic waters on the east and lieth to the Pacific Ocean in the westward. Hence the name of that land is United America, and within its boundary is included all the Western Hemisphere of the world.

3. And that country, being free from all wars and rumors of wars, its prosperity and knowledge had been steadily increasing through the

years until the greatness thereof did vex mightily all the other nations of the earth; and they marveled and did take counsel together, how that they might possibly devise a scheme wherewith to check the amazing growth of learning and riches in that young Republic.

4. And after many years of anxious thought, in the which they planneth day and night, in their dire distress and vexation of envy it seemed best unto them that their warfare should begin with the children, who were the hope of that flourishing young nation.

5. Whereupon they did search carefully for the books of one ancient man, who was called Froebel, who, in his practice, had held in his day that a child possesseth no brains to develop, and could receive instruction in no way except it continually looketh upon some object

to represent that which is being taught.

6. When these envious nations did resurrect these ancient writings they rejoiced exceedingly and did exclaim: Lo, we have found it! We holdeth a good thing, which men calleth a bonanza. We will add unto these writings somewhat concerning diacritics, phonics, and of little sticks wherewith the workman peggeth the shoe.

7. Now let us speedily set the types to print a great number of the words of this Froebel, and the books shall fall upon the people of that young nation as a great rain, and behold the power of their learning and wealth shall soon be no more heard of in the earth.

8. And after they had accomplished these things they shouted for joy and did quickly load great ships with the books of Froebel and the tomfoolery which they added, and did send them down to the sea.

9. After many days the ships came to anchor on that same coast of the young nation where remaineth the Plymouth Rock.

10. Now it came to pass that when the ships did cast the anchor and laid on the bosom of the inner sea the wise men of the North did verily rejoice and were glad. They hasted to receive the books which the ships had brought from over the sea.

11. And behold the rulers in the schools did immediately decree that no knowledge should be taught to the children of men save in the manner as was set forth in the books which the ships had brought.

12. It was straightway seen that the methods of these books, in the hands of those zealous and unthinking educators, commonly known as cranks, succeeded not in imparting learning.

13. Then the fathers and mothers waxed hot and kicked mightily, but it mattered not.

14. The educators of the North, who did esteem themselves wise above their generation, again windeth up the teaching machine and compelled the children to go into

the mill after the manner of Froebel, the Dutchman.

15. Then those jealous nations of the earth looked across the waters and saw that their work was good, and that the tares which they had sown in the land of the prosperous young nation were bringing forth much fruit; and they lifted up their voices in rejoicings and spread a great feast of gladness.

16. And all the people of those nations cried out: Behold the donkey grazeth in the field of stupidity! The young men and maidens remaineth in great ignorance, while the educational crank doth practice mammoth humbuggery upon the children of the city which is sometimes called the Hub.

17. And the song of the printing-press was heard day and night in those far countries, while the ships ceased not to bring the abominable books into the Western land.

18. Now, behold, it further came to pass that when the rulers in that city, which is called the Hub, had encompassed all the children within the Froebel educational machine which dwarfeth the intellect there arose certain ones who determined in their hearts to set the machine likewise round about all the children of the whole nation, and they wended their way toward the Sunny South.

19. They gathered in the shekels from those who were strong in treasure and established in sundry places great schools, which did make skilful, in working the machine, the men and women who hath been appointed to teach.

20. And in due season there came unto the people of Carolina, which is on the North, certain ones who bore in their hands the seeds of educational humbuggery, which they proceeded to sow broadcast in the schools of that land.

21. As they casteth the seeds upon the soil they proclaimeth lustily: Great are we and our ways!

22. There remaineth naught of true learning, wisdom or knowledge, save that which cometh by us. Go to! thou foggy of the olden times who followeth steadily in



teaching after the manner of one Thomas, surnamed Arnold! Thou hath no culture. Wist ye not that darkness and divers errors cometh by thy counsel?

23. When the multitude heard these sayings they did then begin with one accord to make diligent inquiry into this new doctrine of education, and to carefully examine the manner of teaching as set forth by these new apostles who thinketh that they knoweth it all.

24. And they did find them all to be foolishness. Then sayeth the multitude unto them:

25. Who art thou, oh, vain boaster, that setteth up thyself to instruct the children of men?

26. Thou hast brought unto us from the North, the East and the West great piles of shoe-pegs, splints, tooth-picks, peas, paper of divers colors and such foolishness, whereof thou hast tried to make brains for the youth of this generation.

27. But lo, and behold, it hath been found out that the more thou hast worked with thy new and devious humbugs the greater hath become the ignorance of our children.

28. The wisdom, such as was seen in our fathers, is no more found in the land, and in lieu thereof our whole nation is now but half taught in the useful learning of the earth.

29. Our young men possesseth not the knowledge wherewith to earn an honest living, but they spendeth their time in burning the thing called a cigarette, and their substance they waste in riotous living.

30. And our young maidens knoweth naught of the books of mankind; nor have they been trained to the possession of any useful art or device of the household, but they consumeth their days in pursuit of giddy fashion and in harkening eagerly to the gossiping of one another.

31. Ye educational hypocrites! ye have wrought a season of sadness and ignorance in our sunny land, while ye didst pretend that ye alone knewest the ways to teach the children of men.

32. Then the multitude arose in their might and drove those false teachers from the land; and no man knoweth of them unto this day.

33. All the books which practiced the abominations of shoe-peg teaching were burned with fire; the tooth-picks, splints, peas, wet sand and kindred objects, which were so-called aids to teaching, were hustled from the schools.

34. And the anger of the people cooled not until pure, common sense and undefiled methods of teaching were again established in all that American land.

35. The young nation then began to grow and prosper more mightily than ever; intelligence and knowledge flourished as the green bay tree, and the fame of the nation spread abroad throughout the earth, while all the kings and rulers of other lands made obeisance to its power and greatness and wisdom in all the arts and sciences.

36. And so it shall remain forever.

The editor was astonished and delighted, and he exclaimed, "Let me have the book so that I may republish this wonderful chapter." But at that instant the mysterious being by his side closed the volume with a snap, snatched it from his hands and disappeared as suddenly as she had come.

Glancing at the clock the editor saw the hands pointing to 12:30. He had slept just thirty minutes, but he

remained awake for several hours to record this consoling vision for all progressive teachers who are working so faithfully to establish and maintain the methods of teaching which really teach.

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## JAMES DINWIDDIE.

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PRESIDENT PEACE INSTITUTE, RALEIGH, N. C.

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PROFESSOR JAMES DINWIDDIE was born in Campbell county, Virginia, near Lynchburg; was educated at Samuel Davies Institute at Halifax Court House, Virginia, from which he went to Hampden Sidney College. He entered the University of Virginia in 1858, and took the degree of Master of Arts in 1861, and immediately entered the Confederate army as a private. Afterwards he was Captain of artillery, and later, Brevet Major.

He was Professor of Mathematics for ten years in the South Western Presbyterian University, at Clarksville, Tenn. Also Professor of Mathematics in the State University of Tennessee, at Knoxville, from 1880 to 1885. In 1885 he purchased the property in Gordonsville, Virginia, and founded the Central Female Institute, which now numbers over one hundred pupils, the limit of the institution.

Professor Dinwiddie has recently leased Peace Institute, Raleigh, North Carolina, for fifteen years, and takes charge at the close of the present session. Owing to failing health Captain Burwell retires from active duty, yet will continue his connection with the institution as advisory principal.

In Professor Dinwiddie Virginia loses one of her best men, a true Christian gentleman, one of her ablest scholars and educators. As his portrait indicates, he is tall and erect, being six feet three inches high, a man of striking



appearance, well proportioned and full of vim and love for his chosen profession, in which he has been *eminently* successful.

North Carolina most heartily welcomes him, and with his able faculty we confidently believe that the PRESBYTERIAN UNIVERSITY OF THE SOUTH FOR FEMALES will soon reach a broader patronage and even that greater eminence in scholarship and influence for which the founders and their successors have so devoutly hoped and worked.

In saying so much for the future of this institution of learning we must not be understood as undervaluing the past work, for hundreds of educated Christian women can and do testify to the faithfulness and long continued success of Rev. R. Burwell and his son. Thousands of our brightest and noblest women of the South are *alumni* of Peace Institute, and their elegant culture and refinement have erected in the hearts of our people a proud and imperishable monument to the earnestness, faithfulness and notable success of Rev. R. Burwell and Mr. John B. Burwell as true educators of Southern girls.

But we wish to emphasize the fact that with such educators as Professor Dinwiddie at the head of the school, and with Captain John Burwell as advisory to help "guide the ship," the opportunity has come, "The hour and the man have met," and PEACE will be second to no institution of learning in this or any other country; and the friends of the school, the people of Raleigh and of North Carolina all extend a cordial *welcome* to the new President and faculty and congratulate the Board of Directors in their fortunate arrangement.

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THERE OUGHT to be a class in North Carolina history in every North Carolina school.

[For The North Carolina Teacher.]

## A BOOK OF NONSENSE.

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BY A FATHER, NORTH CAROLINA.

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Sometime ago I saw it stated by the editor that THE NORTH CAROLINA TEACHER was always willing to publish the views of any of its subscribers upon educational matters. Many have availed themselves of this privilege, and great good has been done by their free expressions of opinion concerning the frauds which are practiced upon the children by some teachers under the guise of teaching.

The most injurious of the educational humbuggery is found in some of the so-called school books which are put into the hands of our children, and a book on arithmetic came to my observation a short time ago which is the biggest of the school book frauds that I have ever seen.

It is described as follows in the *Boston Herald*:

The next gentleman who describes the world as he supposes that it will be a few hundred years hence should repeat the conversation of some Peterkin and Wilhelmine and old Kaspar of that day concerning a little hoard of school books found in a hollow tree by the rivulet, the sole relics of some nineteenth century school-boy.

"Now, tell us what 'tis all about," young Peterkin might well cry, after examining a book in which words and pictures are blended to make sentences.

"Were these Bostonians a kind of Egyptian, or a species of Aztec, that they were compelled to resort to picture writings? And what did they learn from this book with pictures of homeless kittens, and dominos and swans, and processions in Japanese costume—natural history or geography?"

"I'd have you know, my little chick, 'twas thus they learned arithmetic," old Kaspar would answer, and then his grandchildren would consult as to the advisability of sending him to the Home for the Imbecile Aged, as the well taught infantile apprehension of that period would immediately show them that not thus is arithmetic to be mastered, but by working with figures.



Such a book is "Wentworth's Primary Arithmetic," a work which, in strict justice to its authors, should be said to be perfectly well adapted to the fashionable system of chattering endlessly about nothing and miscalling the act teaching.

But, even for this purpose, the book errs by asking questions which, being translated into English from their printed form as rebuses, are of this kind: "How many squares can you make with five straight lines inclined at an angle of 45 degrees to the plane of the horizon?" Questions like this are mischievous, as any teacher of geometry can testify; and it cannot be said that such flagrant bulls as "How many hens and chickens are there in the picture, not counting the big roosters?" will tend to clarify the mental processes.

Had Gen. Walker's wise criticisms not fallen on stony ground such a book as this would hardly have been published.

Some years ago an inspection of the public schools in a number of cities revealed the fact that a large percentage of the near-sightedness and blindness was caused by the use of books with fine print or small illustrations. If the publishers of "Wentworth's Primary Arithmetic" had systematically gone to work to help the sale of magnifying instruments they could not have succeeded better than they have done.

"How many sticks are in this bundle?" If John has | | | | | | | | and James has | | | | | | | | both will have | | | | | | | | | | | | | | shoe-pegs! Study such problems for half an hour and see how your eyes will feel. The child's eyes are weaker than yours. It is cruel to force him to use such a book.

There are forty-eight pages, work for three months or more, before the child is required to use figures. Does not any sane man know that with the eye, the hand and use of figures is the *true* way to learn arithmetic?

This book, like Wentworth and Hill's Manual, has neither rules nor models. Is it, therefore, strange that we hear of *peculiar methods*, or that *keys* are called in demand to know something of the author's plans or methods? The fact that there are two or more authors may be the cause

of the absence of rules, etc., as these learned gentlemen could not agree.

In this book the illustrations become no longer the helps, but the lesson itself. The mind, becoming accustomed to rely so much on such helps, loses its power for independent thought. We believe in helps for children, but we do not believe in going to that extreme which destroys self-reliance and self-confidence.

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### BOYS WANTED.

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Boys of spirit, boys of will,  
Boys of muscle, brain and power,  
Fit to cope with anything,  
These are wanted every hour.  
Not the weak and whining drones,  
Who all troubles magnify,  
Not the watch-word of "I can't!"  
But the noble one "I'll try."  
Do whate'er you have to do  
With a true and earnest zeal,  
Bend your sinews to the task,  
Put your shoulder to the wheel.  
Though your duties may be hard,  
Look not on it as an ill.  
If it be an honest task,  
Do it with an honest will.  
In the workshop, on the farm,  
At the desk, where'er you be,  
From your future efforts, boys,  
Comes a nation's destiny.



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., EDITOR, CHAPEL HILL, N. C.

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NOTE:—*The editor has no connection with the other departments of "The Teacher," nor is he responsible for publications in the Classical Department except over his signature. Books and exchanges for this department should be sent to Chapel Hill, N. C.*

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## HOW TO ACQUIRE AND RETAIN A VOCABULARY.

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BY PROF. GEORGE W. MANLY, WAKE FOREST COLLEGE, N. C.

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The possession of an extensive and accurate vocabulary is a matter of the very first importance in connection with the acquisition of a language. It is, however, rarely the case that it is made a prime object in study and is pursued by the proper methods. So little stress is sometimes laid on it that after the first dozen lessons the beginner imagines he has to depend mainly upon the accidental sticking of the words to his memory after he has once glanced at them. He knows nothing of a persistent and well conceived method of study in order to learn and remember words.

The aim in the study of language ought to be to gain such a knowledge of it that it can be read with ease at sight—in some cases it ought to be spoken. With this in view one must lay great stress on three things: forms, syntax and vocabulary. Of these three the last will require far more time and labor than either of the others. Greater emphasis ought to be laid on it at the present than on the others, because of its importance and difficulty, and because the general custom is to treat it with comparative neglect.

It is of the greatest consequence that at the very beginning words should be approached and viewed in the right manner. This should be as far as possible similar to that of a child learning its mother tongue. It begins by associating certain combinations of vocal sounds with certain objects or actions. When afterwards it learns a foreign language it tries to associate the foreign words, not with the objects and actions which they represent, but with the corresponding words of its own tongue; thus coming to the real objects of thought only through their own mother tongue. This is a mere process of translation which has been always and everywhere an unsatisfactory thing because of its failure to do justice to the original words and thoughts. This mediation of one's own language is cumbersome and impedes the progress of acquiring a vocabulary. The point is that if words are learnt and viewed in their proper relations the acquisition of them is more rapid and their retention more lasting. The habit of constant translation as the only means of reaching the writer's thought is the continuation and culmination of the false method. The objection here made applies more extensively to the methods with the ancient classics than to those with modern languages, for in the latter the effort is made to a very general extent to make the language do its legitimate work without the intervention of another tongue; *i. e.*, without translating. It is the constant aim to read and speak French and German in native simplicity, but how few attempt either of these with the ancient languages! Harvard, Cornell and a few other institutions have of late years taken up this matter and already their success is marked. They read and speak Latin without stopping to translate.

This plan of study causes the words to appear as living signs of thought, immediately representing objects and ideas, and therefore they are more easily learned and retained.



Where reading intelligently without translating is not practiced it will be a good plan to translate as much as possible at sight in order to train the mind to make a practical use of the words already learned and to seize the meaning of a word from its connection in the sentence and from analogy with other words before known. In such work words are often recalled by a positive effort when they are almost erased from the memory. An effort of this kind is worth far more in the process of acquiring a vocabulary than that spent in looking lazily into the dictionary. Boys and grown men will often, from a kind of mental inertia, stop to look out the meanings of words with which they are really familiar, and they would find it so if they would only force their minds to think.

A word ought to be accurately learned the first time it is met with. If this is not done a confused state of mind arises with regard to the meaning which it is difficult afterwards to clear up. For beginners only the principal signification should be insisted upon, but this should be so thoroughly impressed on the memory that it cannot be forgotten. This principal signification is given in the vocabularies of all good books for beginners.

An advanced student should study each new word with which he meets in all of its phases, beginning with the original conception and going into all the derived and idiomatic uses. His memory, when properly trained, will retain a sufficient number of these uses to render the word intelligible in almost any connection in which it may be found. It may be objected that this would require much time. True, but not as much as is spent by careless students looking up the same word numberless times and then after all not knowing it well. The meanings of words are often forgotten from sheer lack of effort to remember. The average boy studying the classics looks up a word in the dictionary not with a view to learning that word, but

merely to fall on some meaning "that will suit the connection," and then does not make any attempt to impress even that upon his mind. He wishes merely to "get the idea" of the passage in order to recite after a fashion when called on in the class. This is a very vicious way of studying language.

Repetition is a very important factor. One glance at a word is not enough. It must be made in one way or another to pass repeatedly through the mind. Vocabularies can be reviewed and whole passages re-read, or only those words studied over again which were either in whole or in part unfamiliar and which in passing were marked. Such a process of review will be found exceedingly beneficial. Another plan, and a very good one, is to write down on a slip of paper every word whose meaning has to be sought, and then either at the end of the day's work or at the end of the week study up the entire list. If words are studied in vocabularies, passages ought then immediately to be read containing these words and showing their actual use. These same words might also be used in exercises to be turned from English into the language studied. Repetition is one of the striking features of the "Meisterschaft System" of learning to speak the modern languages. Words and phrases are there repeated so often that they become almost as familiar as those of one's native language.

Words should also be studied etymologically. The derivation should be carefully noted so far as it is given in the dictionaries. In addition to this some good work on etymology could with great benefit be studied. A very useful little work of this kind is "An Etymology of Latin and Greek, by Charles S. Halsey," Ginn & Co., N. Y. Latin Word-Building, by Gates, D. Appleton & Co., N. Y., is brief.

A work on synonyms would also be very helpful; among others that for Latin by Doederlein.



A very useful little book for learning Latin vocabulary in a general and practical way is Ahn's Latin Vocabulary, by Dr. P. Henn, published by E. Steiger, N. Y. It consists, first, of a Methodical Part, which gives a practical grouping of words according as the things which they signify are actually connected or mechanically associated together. The first group is *Homo*, which is treated under four heads, giving about all the words that would ordinarily be used about a man, as: *corpus*, *caput*, *crinis*, *barba*, *os*, *auris*, *vox*, *visus*, *sitis*, *animus*, *ratio*, *memoria*, *infans*, *puella*, *virgo*, *senectus*, etc., etc. In a similar way are treated: *Domus*, *Vestitus*, *Supellex*, etc. The second is the Etymological Part. At the end is a list of Latin proverbs and quotations.

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### THE TEACHER'S TOOLS.

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The teacher's tools are books, and he should provide himself with the best that he can get. A teacher without books is like a carpenter without tools or a surveyor without instruments. Every teacher's library and every school library should contain at least one standard comprehensive book of reference for each subject taught. One of the most useful, interesting and suggestive subjects of study is etymology. It is essential to scholarship in any language, especially to English scholars, whose language is composed of elements varied, numerous and frequently confusing.

The teacher of Latin or Greek has fine opportunities for etymological instruction, by means of which he may not only improve his pupil's knowledge of English, but may impart especial interest to the study of forms in the classical languages. He cannot neglect the subject if he would;

for it presents itself to the mind of every intelligent pupil; and, having once attracted attention, produces a steadily increasing interest.

There is scarcely any subject of study or instruction that demands more systematic caution. False etymologies are falsehoods very easily perpetrated. The field is large and very alluring. Here especially there is need of a faithful, intelligent and reliable guide. Fortunately teachers have such a guide in "Skeat's Etymological Dictionary of the English Language," published by Messrs. MacMillan & Co., New York and London. The book has been recognized, since its appearance in 1882, as the best authority on English etymology, and it is no doubt known to many of our readers. We would desire it to be in the hands of every teacher in the State. For the benefit of those who have not seen the book, and who would like to have some idea of its contents, we briefly mention its leading features. The general list of words contains all the primary words of most frequent occurrence in modern literature, giving their definitions, their history, the language from which each is derived, the period of introduction into the English language, the original word from which each derivative is traced, the various spellings, significations and uses of each word since its first introduction into English, its cognate forms in Latin, Greek or other languages, its original Aryan root and its various English derivatives. This is the bulk of the book, containing seven hundred and twenty-four pages, in very fine compact type. (There is a larger edition costing eleven dollars, but this contains the same matter for two and a half). Besides the word-list, there are some brief but very instructive notes upon all the languages, ancient and modern, that have furnished words to our vocabulary. There is also a separate list of prefixes and of suffixes, with hints as to their study. There is a helpful treatment of the cognate relationship existing



between English, Latin, Greek, Sanskrit and the other Aryan languages, and the list of Aryan roots, four hundred and sixty-one in number, is of itself a key to the study of etymology.

A very interesting feature of the book is the "Distribution of Words," which gives in one body all the pure English primary words in our language; in another body all the English-Latin words; and, similarly, lists of words in English derived from Dutch, from German, from Celtic, from Greek, and from each other source.

The principle of *lautvershiebung* (or sound-shifting) is admirably illustrated by a short selected list, and the list of homonyms, or words spelt alike but differing in use, is not without special interest to linguistic students.

The book is throughout a model of painstaking, comprehensive, accurate and scholarly investigation. No man can use it without amazement at its learning.

As a sample of its method, we quote:

"DUKE, a leader, derived from the French and through the French from the Latin; Middle-English *duc*, *duk*; first used in Layamon's Brut, about A. D. 1200; old French *duc* derived from the Latin *ducem*, accusative of *dux*, a leader (crude form *duci*), from Latin *ducere* to lead; cognate with English *tug* (which see); original Aryan root DUK to pull, to draw; derivatives, *dukedom*, *ducal*, *duchess*, *duchy*, *ducat*, *doge* (which see). From the same source we have *adduce*, *conduce*, *deduce*, *induce*, etc.; also *duct*, *conduct*, *deduct*, *induct*, etc."

G. T. W.

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WHITE'S STUDENT'S MYTHOLOGY, A. C. ARMSTRONG & CO., NEW YORK, \$1.25.—This is a brief compendium of Greek, Roman, Egyptian, Assyrian, Persian and other ancient mythological systems arranged for the use of schools

and academies. It is clear, concise and readable. Free from objectionable matter, it contains much that is interesting and instructive. We judge that the book is well adapted for school use. The method of treatment is by question and answer. Although not properly a part of the subject various ancient authors are noticed in the supplement.

G. T. W.

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### CLASSICAL NOTES.

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“The first stage in learning a language is when every sentence is a puzzle and exercises the mind like a charade or a conundrum. The excessive slowness with which one works in this early stage is a cause of irritation when the student interests himself in the thoughts or the narrative, because what comes into his mind in a given time is so small a matter that it seems not worth while to go on working for such a little intellectual income.

“In the second stage the student can push along with the help of a translation and a dictionary ; but this is not reading, it is only aided construing. It is disagreeable to a reader, though it may be endured by one who is indifferent to reading. This explains the fact, so often unintelligible to parents, that boys who are extremely fond of reading often dislike their classical studies. The second stage requires rather a turn for grammatical and philological considerations than an interest in the ideas or an appreciation of the style of great authors.

“In the third stage the vocabulary has become rich enough to make references to the dictionary less frequent, and the student can read with some degree of literary enjoyment. There is, however, this remaining obstacle, that even when the reader knows the words and can construe well, the foreign manner of saying things still appears unnatural.

“In the fourth stage the mode of expression seems natural and the words are perfectly known, but the sense of the paragraph is not apparent at a glance. There is a feeling of a slight obstacle, of something that has to be overcome ; and there is a remarkable counter-feeling which always comes after the paragraph is mastered. What surprises us is that this fourth stage can last so long as it does. It seems as if it would be so easily passed, and yet, in fact, it is for most persons impassable.

“The fifth stage is that of perfection in reading. It is not reached by everybody even in the native language itself. The reader who has attained



it sees the contents of a page and catches their meaning at a glance, even before he has had time to read the sentences. This condition of extreme lucidity in a language comes, when it comes at all, long after the acquisition of it.

"These five stages refer only to reading, because educated people learn to read first and to speak afterwards. Uneducated people learn foreign languages by ear in a most confused and blundering way. I need not add that they never master them, as only the educated ever master their native tongue."—*Philip Gilbert Hamerton*.

A HIGH AUTHORITY.—"The total result of this great investigation cannot be a moment in doubt, and may be briefly summed up as follows: That the *Realschule*\* of the first rank, however generous acknowledgment may be due to what it has actually accomplished, is nevertheless incapable of furnishing a preparation for academic studies equal to that offered by the *Gymnasium*; that the *Realschule* lacks—this, for instance, is the opinion of the Philosophical Faculty in Berlin—a central point about which all other branches may group themselves, while the *Gymnasium* possesses such a point in the classical languages; that all efforts to find a substitute for the classical languages, whether in mathematics, the modern languages or in the natural sciences, have been hitherto unsuccessful; that after long and vain search we must always come back finally to the result of centuries of experience, that the surest instrument that can be used in training the mind of youth is given us in the study of the languages, the literature, and the works of art of classical antiquity. According to the unanimous judgment of experienced teachers in the departments of mathematics and the natural sciences, graduates of the *Realschule* are almost without exception overtaken in the later semesters by students from the *Gymnasium*, however much they may excel them in the same branches in the first semester. Still more convincing is the outspoken preference for teachers who owe their preparation for the university to the *Gymnasium*, expressed by the director of a highly esteemed industrial school. I might add experience of my own to the numerous testimonies in favor of the *Gymnasium*. I have never heard a student from a *Gymnasium* express a wish that he might have received his training in a *Realschule*; how often, on the other hand, have I met with young men prepared in the *Realschule* who grievously regretted that they had never had part in the training of the *Gymnasium*!"—*Dr. A. W. Hofmann, Professor of Chemistry and Rector of the University of Berlin*.

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\*"The Prussian *Realschule* of the first rank, as compared with the *Gymnasium*, entirely dispenses with Greek in its course of study, reduces the time devoted to Latin by very nearly one-half, introduces English, gives greater attention to German, doubles the time devoted to French, more than doubles that given to the Physical and Natural Sciences and increases that allotted to Mathematics nearly one-half."

# IN THE SCHOOL-ROOM.

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FOR REPRODUCTION.

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A TOUCHING INCIDENT.

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[Read this story slowly to your pupils and require them to reproduce it for you in their own words next day.—  
EDITOR.]

There is a family in Raleigh who are dependent at this moment upon a little child for all the present sunshine of their lives. A few weeks ago the young wife and mother was stricken down to die.

The question arose among them who would tell her. Not the doctor. Not the aged mother, who was to be left childless and alone. Not the young husband, who was walking the floor with clenched hands and rebellious heart. Not—there was only one other, and at this moment he looked up from the book he had been playing with unnoticed by them all, and asked gravely:

“Is mamma doin’ to die?”

Then, without waiting for an answer, he sped from the room and up-stairs as fast as his little feet would carry him. Friends and neighbors were watching by the sick woman. They wonderingly noticed the pale face of the child as he climbed on the bed and laid his small hand on his mother’s pillow.

“Mamma,” he asked, in sweet, caressing tones, “is you ’fraid to die?”

She looked at him with swift intelligence. Perhaps she had been thinking of this.

“Who—told—you—Charlie?” she asked faintly.



"Doctor, an' papa, and gamma—everybody," he whispered. "Mamma, dear, 'ittle mamma, doan' be 'fraid to die, 'ill you?"

"No, Charlie," said the young mother, after one supreme pang of grief, "no, mamma won't be afraid!"

"Jus' shut your eyes in 'e dark, mamma, teep hold my hand—an', when you open 'em, mamma, it'll be all light there."

When the family gathered awe-stricken at the bedside Charlie held up his little hand.

"Hu-s-h! My mamma doan' to sleep. Her won't wake up here any more!"

And so it proved. There was no heartrending farewell, no agony of parting; for when the young mother woke she had passed beyond, and as baby Charlie said: "It was all light there."

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### HOW DEEP IS THE WATER?

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A tree-trunk eighty feet high standing in a pond of water breaks off fifty feet from the top. The broken part remains intact and the top falls over into the water. The distance along the surface of the water from the stump to the broken part is fifty-four feet. How deep is the water?

*Solution to be purely arithmetical.*

S.

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### THE GEOMETRICAL PUZZLE.

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The word which was hidden in the "Geometrical Puzzle" is TOBACCO. Correct answers have been received from Miss Mattie O. Brown, Warrenton, N. C., and Rev. Q. A. Graham, Smyrna.

## ROCKINGHAM COUNTY.

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A COMPOSITION.

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BY FRANK RAY (AGE 12), LEAKSVILLE HIGH SCHOOL.

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Rockingham county was formed from Guilford county in 1785, and was named in honor of Charles Watson Wentworth, Marquis of Rockingham, who was a distinguished friend of America in the English Parliament. Wentworth, the county-seat, is named in honor of the family of the House of Rockingham. Its average elevation is about nine hundred feet above the level of the sea. It is rectangular in shape, being thirty miles long in an east and west direction and twenty-eight miles wide in a north and south direction, containing 537,600 acres. The surface is slightly undulating in the eastern part of the county, hilly in the centre, and slightly mountainous in the extreme north-west. The soil is very well adapted to the cultivation of corn, wheat, oats, rye, potatoes, tobacco, etc. The climate of this county is of a temperate region. The crops consist of tobacco, corn, wheat, oats, potatoes, rye, cotton, sugar-cane, and fruits of different kinds. Stock-raising consists of horses, sheep, cows, hogs, etc. The mineral products are coal, iron and micrel. We have very good schools in Rockingham. The graded school at Reidsville is the largest in the county. There are churches throughout the whole county, such as the Baptist, Methodist, Episcopal, Presbyterian, Primitive Baptist, Quaker and two or three others. We have a small number of factories, such as tobacco, cotton, woollen, wagon and a few others. The townships are Wentworth, Leaksville, Mayo, New Bethel, Oregonville, Huntsville and Williamsburg. The towns are Reidsville, Leaksville, Madison, Wentworth and Stoneville. Reidsville is the largest town in the county.



CALLED OUT OF NAME.

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Baffin's Bay is not a bay.

Turkish baths are unknown to the Turks.

Turkey rhubarb should be called Russian rhubarb, as it is a Russian monopoly.

Why are turkeys so called? They do not come from Turkey.

Slave means noble or illustrious.

Tit-mouse is a bird.

Sealing wax contains no wax.

Shrew-mouse is no mouse.

Rice paper is not made of rice or the rice plant.

Blind worms have eyes and can see.

Cleopatra's needle should be named after Thotmes III.

Irish stew is a dish unknown in Ireland.

German silver is not silver at all, nor of German origin, but has been used in China for centuries.

Dutch clocks are of German manufacture.

French candy is unknown in France.

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BOY CHARACTER.

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It the greatest delusion in the world for a boy to get the idea that his life is of no consequence, and that the character of it is not to be noticed. A manly, truthful boy will shine like a star in any community. A boy may possess as much of noble character as a man. He may so speak and live the truth that there shall be no discount on his word. And there are such noble, Christian boys, and wider and deeper than they are apt to think is their influence. They are the king boys among their fellows, having immense influence for good, and loved and respected because of the simple fact of living the truth.—*Exchange*.

DO IT WITH ALL YOUR MIGHT.

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Whatsoever you find to do,  
Do it, boys, with all your might;  
Never be a little true,  
Or a little in the right.  
Trifles even  
Lead to Heaven,  
Trifles make the life of man;  
So in all things,  
Great and small things,  
Be as thorough as you can.

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"THAT."

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In thirty-one words how many "thats" may be grammatically inserted? Answer: Fourteen. He said that that that that man said was that that that one should say; but that that that that other man said was that that that man should not say. That reminds us of the following "says" and "said": Mr. B, did you say or did you not say what I said? Because C says you said you never did say what I said you said. Now, if you did say that you did not say what I said you said, then, what did you say?—*Exchange*.

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A MISPELLED word should be corrected by the teacher in any class, or in any exercise in which it may be made by the pupil. Good spelling is an accomplishment born with some persons, but with most it can be acquired only by painstaking perseverance.



# NORTH CAROLINA TEACHERS' ASSEMBLY.

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ORGANIZATION FOR 1889-'90.

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## OFFICERS:

|                               |           |                   |
|-------------------------------|-----------|-------------------|
| HENRY LOUIS SMITH, President, | . . . . . | Davidson College. |
| HUGH MORSON, Treasurer,       | . . . . . | Raleigh.          |
| EUGENE G. HARRELL, Secretary, | . . . . . | Raleigh.          |

## VICE-PRESIDENTS.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. J. Y. Joyner, Goldsboro.        | 5. Rev. J. F. Crowell, Trinity Col. |
| 2. Rev. W. R. Atkinson, Charlotte. | 6. Hon. S. M. Finger, Raleigh.      |
| 3. Rev. T. M. Jones, Greensboro.   | 7. Rev. C. E. Taylor, Wake Forest.  |
| 4. J. A. Holt, Oak Ridge.          | 8. Rev. J. W. Woody, New Garden.    |
| 9. M. C. S. Noble, Wilmington.     |                                     |

## EXECUTIVE COMMITTEE.

Henry Louis Smith, Chairman (*ex officio*), Davidson College.

Eugene G. Harrell, Secretary (*ex officio*), Raleigh.

|                               |                              |
|-------------------------------|------------------------------|
| Chas. D. McIver, Raleigh.     | P. P. Claxton, Asheville.    |
| Geo. T. Winston, Chapel Hill. | D. L. Ellis, Nashville.      |
| A. C. Davis, LaGrange.        | R. H. Lewis, Hendersonville. |
| W. L. Poteat, Wake Forest.    |                              |

## COUNSELORS.

Each County Superintendent in North Carolina.

## SEVENTH ANNUAL SESSION.

In the Assembly Building, at Morehead City, N. C., June 17 to 30, 1890.

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## OUR EDUCATIONAL EXPOSITION.

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During the two weeks' session of the Assembly, June 17—30, and the meeting of the Southern Educational Association, July 1—5, at Morehead City, there will be a large and most interesting Educational Exposition.

This will include exhibits in all departments of school work and educational apparatus, and the display will be the most valuable to teachers that has ever been seen in the State.

The Exposition will be held in the ten rooms on first floor of the Assembly Building, and each department of the exhibit will be in charge of some member of the Executive Committee. It is particularly desired that the various female colleges and high schools of the State shall make an exhibit from their art departments. Also an exhibit of every class of work from public and private schools is specially desired.

Low rates of transportation are guaranteed by all the railroads upon all articles for the Exposition, and they may be shipped to Morehead City, care of the Secretary, and the utmost care will be taken of them. The exhibit will be arranged on June 16th, 17th and 18th, so that everything will be in readiness when the Assembly convenes.

The State Agricultural and Mechanical College at Raleigh has made application for four hundred square feet of space for an exhibit in our Educational Exposition. The display will show the regular and practical work of that excellent institution.

Every public graded school in the State ought to be well represented in the Exposition.

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MESSRS. GINN & Co., of Boston, have arranged for the Assembly a most interesting and valuable course in vocal music training for teachers. The instruction will apply specially to methods of teaching vocal music in public and private schools, and the course will be entirely free to all members of the Assembly. The value of this feature to a teacher cannot be overestimated.



REV. J. B. SHEARER, D. D., the scholarly President of Davidson College, will deliver an address at the Assembly on a most interesting and practical subject.

THE ELOQUENT Bishop Beckwith, of Georgia, has been invited to preach at the Assembly on June 22. It is hoped that he will accept as there are thousands of people in North Carolina who desire exceedingly to hear this distinguished divine.

AMONG THE manufacturers and publishers who have already engaged space for exhibits at Morehead City in the Educational Exposition during the sessions of the Teachers' Assembly and the Southern Educational Association are: A. H. Andrews & Co., New York; Sidney School Furniture Company, Sidney, Ohio; G. & C. Merriam & Co., Springfield, Mass.; E. Maynard & Co., New York; Agricultural and Mechanical College, Raleigh, N. C.; Thos. Kane & Co., Chicago, Ill.; J. W. Schermerhorn & Co., New York; F. A. Watson, Raleigh, N. C.; A. S. Barnes & Co., New York; Alfred Williams & Co., Raleigh, N. C.; E. L. Kellogg, New York; Teachers' Publishing Company, New York; Pope Manufacturing Co., Boston.

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### HOW ABOUT THIS?

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It is rumored that since the plan to organize the Southern Educational Association at Morehead City, July 1—6, has taken definite shape under the call issued by THE NORTH CAROLINA TEACHER and indorsed by the leading educators of the South, some two or three *Ohio* men, now living in Alabama, have undertaken to call a meeting of Southern teachers at Montgomery sometime in June! This may be an effort to prevent, if possible, a council of Southern teachers, but such an effort by Northern men will not receive the support of our State Superintendents and other Southern educators.

# EDITORIAL.

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## WHERE IS THE "SECTIONALISM"?

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We have no reply to make to the intensely sectional and bitter editorial appearing in a recent issue of the *New York School Journal* in regard to the organization of the "Southern Educational Association," nor will we even notice his spiteful allusions to "secession" simply because Southern teachers want an association of their own. We will say, however, that the lamented foreman of his printing office whom he "buried a few days ago with a Southern bullet in his body" might have been saved the trouble and danger of carrying that little relic of the "late unpleasantness" if he had quietly remained at home during that time. We do not remember that Southern bullets did much flying except *on Southern soil*, and we must admit that the man who armed himself and came into the South creating a disturbance was somewhat in danger of having to carry one of those Southern bullets. But those bullets are not flying now and will certainly never fly again; and our friends, the former enemy, are now, instead of carrying Southern bullets, actively engaged in collecting and holding Southern *dollars* (about twenty millions annually) for Northern educational journals, Northern school books and Northern educational methods of teaching. Perhaps it is the dawning secession of Southern teachers from *sectional* Northern school books and journals to their own literature which the *New York School Journal* most fears! It may somewhat disappoint our excited contemporary to be informed, but it is nevertheless truth, that the editor of THE NORTH CAROLINA TEACHER has no interest whatever in Morehead City



beyond the fact that it is the most delightful and convenient place in all our "Dixie Land" for the Southern teachers to assemble; neither do we own even a square inch of land in Morehead City, nor have we a single dollar invested there or in any other place on the globe except in the city of Raleigh. We want the teachers in the South to organize an association because the South *needs* this association, and the objects of the Southern Educational Association will be fully realized by all when the teachers shall have gathered in council. The mere place of meeting is of no great importance to us. We will gladly go to any place which may be considered most suitable; but, from our intimate knowledge of all the excellent cities in the South which have been mentioned in this connection by correspondents, we believe the *best* place for the organization to be effected is at Morehead City, N. C., and at least nine-tenths of the expressed opinions favored Morehead City. We cordially invite friend Allen to visit the Southern Educational Association at Morehead City, N. C., July 1—6, 1890, as the special guest of the editor of THE NORTH CAROLINA TEACHER. We promise him a good time during his visit. No danger of "Southern bullets."

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A "SCHOOL BOOK TRUST" has been formed which includes some of the leading publishers of the country. We are of the opinion that it will be exceedingly difficult for "Trust" books to secure or maintain a place in North Carolina schools. No doubt the "Southern Educational Association" will have something to say in the matter, and the discussion may result in the formation of a great Southern publishing house which shall make the text-books for all Southern schools. No "Trust" can long exist in the South, where all the people firmly believe in the doctrine of "Free Trade."

"HUMBUGGERY IN TEACHING" (No. 4) did not reach us until too late for this issue. It will appear in April number of THE TEACHER.

THE TEACHER has received during the past two months an average of ten subscriptions each day. Our friends will please accept our sincere thanks.

WE NOW have in hand the photographs of the members of our European party with but a few exceptions. We hope these delayed ones may reach us very soon, that the group picture may be completed for the book.

WE HAVE received a number of most excellent\* and thoughtful contributions for THE TEACHER by the finest educators in our State, which will be greatly appreciated by the brotherhood. We thank our friends for these valuable papers.

NO! PUBLIC education is not a charity so long as it is confined within its proper limits. But when the State, or a community, undertakes to give a classical or academical education to the masses at public expense then the public school becomes indeed a charity on the one hand and a robbery on the other. The State *owes* a practical English education to all her children, and she is perfectly willing to pay this debt by public taxation, and there this duty ends, and charity—the most thankless and useless—begins.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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Miss Maggie L. Davis has a school at Walkup, Union county.

Mr. J. A. Ellison is teaching at Franklinville, Randolph county.

Mr. R. L. Moore is teaching at North Catawba, Caldwell county.

Miss Bettie W. Evans is teaching at Gamewell, Caldwell county.

Miss Lelia M. Jolliffe is teaching at Belvidere, Perquimans county.

Miss Nettie Chamberlain is teaching at Buena Vista, Duplin county.

Miss Pattie L. Norman has a good school at Wilton, Granville county.



Miss Mamie R. Suggs has a growing school at Old Sparta, Edgecombe county.

Miss Mary Kimberley, of Asheville, is teaching at Ramoth, Buncombe county.

Mr. A. G. Spruill is succeeding well as principal of Ashpole Academy, Robeson county.

Miss Alma Speight is assisting her mother, Mrs. W. H. Speight, in the school at LaGrange.

Miss Mattie Gannon, of Mangum, has taken a school at Pineville, Mecklenburg county.

Miss Mattie Brown is principal of the "Independent" School at Warrenton, Warren county.

Mr. C. H. James has a school of one hundred and twenty pupils at Columbia, Tyrrell county.

Miss Ella F. Houston is teaching in Mr. H. A. Grey's school at Huntersville, Mecklenburg county.

Miss Cloe Parker, of Raleigh, is teaching in the family of Dr. Hicks at Fish Dam, Durham county.

Miss Annie Townsend Bragaw has an interesting private school at her home in Washington, Beaufort county.

Misses Lizzie A. and Mary J. White have charge of Belvidere Academy, Perquimans county. Thirty-five pupils are enrolled.

Miss Mamie Clegg, of Franklinton, has accepted a position as teacher in Mr. Z. V. Peed's school at Rogers' Store, Wake county.

Mr. A. D. Kestler, the enterprising County Superintendent, of Iredell county, is, by hard work, greatly improving his public schools.

Rev. J. C. Hocutt, assisted by Miss Loula Hendon, is teaching the public school at Chapel Hill, Orange county. Seventy-one pupils enrolled.

Hon. Thos. J. Jarvis, one of the best friends to progressive education in our State, is the efficient superintendent of the Methodist Sunday-school at Greenville, Pitt county.

The eloquent and scholarly Dr. Thos. Hume, of our University, will deliver the annual address before the Franklin Literary Society of the Horner School, at Oxford.

The Trenton High School is progressing finely under the superintendence of its principal, Miss Minnie Willis, whom we learn is giving her patrons general satisfaction.

Misses Lucy Joyner, Susie Brown and Jennie Williams have entire charge of the public graded school at Greenville, Pitt county. The enrollment is one hundred and eight, and their excellent work is recognized by the people of the community.

Mr. William M. Stevenson has a school at Centre Falls, Randolph county.

Mr. A. L. Rucker has a fine school at Rutherfordton, Rutherford county. He is assisted by Miss Belle Miller. A new and handsome building is to be erected at once, at a cost of \$2,000.

Mr. Henry F. Richardson has just closed a most prosperous term of his school at Simmon Grove, Chatham county. Enrollment fifty. He is a progressive and enterprising teacher.

The teachers of Pitt county during the Institute, March 3—10, organized a Teachers' Council with most encouraging prospects. Capt. John Duckett is President and Maj. Henry Harding is Treasurer.

The *alumnae* of Peace Institute propose to organize an association for mutual pleasure and for furthering the interests of their *Alma Mater*. We commend their example to the graduates of every other North Carolina institution of learning.

"Virginia Dare Institute," at Concord, is in a very flourishing condition, both as to "quality and quantity." Near one hundred and forty pupils are enrolled. Miss Anna R. Neal is principal, and she is assisted by Misses Richmond and Guess.

Louisburg Female College is enjoying an enrollment of near one hundred pupils. Prof. S. D. Bagley is principal, and he is most ably assisted by Misses Irene Hart, Kate Hart, Mary Davis, Eugenia Sullivan, Mary Yarborough and Prof. J. C. Meares.

"The New Method" is the name of a monthly educational journal published at High Point, N. C., by Messrs. Ed. S. and J. Luther Sheppe, Principals of the Normal Collegiate Institute at that place. We wish the enterprise success. Subscription price is fifty cents a year.

Miss E. A. Lehman, of Salem, a member of the Teachers' European Party, is putting the reminiscences of her tour in a neat book of about one hundred and twenty-five pages. Miss Lehman is a most scholarly and accomplished woman and her literary work will be admirably done.

The Trustees of the Tarboro Graded School have issued in *Southerner* of 10th March an appeal to the citizens to continue their special subscriptions in support of the graded school at that place. The communication heartily indorses the administration of Mr. George A. Grimsley, who has been superintendent of the school since its organization. His work has been most satisfactory to all the people of the city and successful in a very high degree. Don't let your graded school languish.

During the month of March Prof. Chas. D. McIver has conducted State Teachers' Institutes in the counties of Hertford, Washington, Bertie and Tyrrell. The Institutes were well attended at each session, and in some of the counties the teachers were entertained at the homes of the citizens.



The people speak in high terms of praise of the work done by Prof. McIver, and say that much educational enthusiasm has been awakened, which will be of permanent benefit to the counties where the Institutes have been held.

FROM THE BLUE MOUNTAINS.—As I have written nothing for THE TEACHER lately I will say that I very much admire its familiar face, brilliant appearance and noble defense of the North Carolina teachers.

But what I wanted to say was that none but the poor *common school* teacher who has to teach all classes and grades, mixed and unmixed, knows the arduous task of this mass work. His work begins with the speller and first reader and ends with the advanced studies, and it is not of *one or two* recitations per day that he tires, but of *twenty or thirty*.

I am forced to the conclusion that the *fewer* the classes the *better*, but in the ungraded county schools, of which our State has *nine-tenths*, and whose teaching must be done, why should we not complain when good men say slighting things of us? We work hard with but little pay, and receive the bruises and go on to repeat it. Who shall atone for us?

MANTAHALA, N. C.

JOHN S. SMILEY.

The State Teachers' Institute held at Greenville, Pitt county, by Prof. E. A. Alderman was decidedly one of the very best of the year. The enterprising and efficient County Superintendent, Major H. Harding, acting under the suggestion made by THE TEACHER, had secured in the hospitable homes of the citizens entertainment for all teachers attending the Institute. The benefit to the Institute in this arrangement was seen in an earlier, increased and longer attendance. There were present near eighty teachers from the county public schools, and most of the number were ladies. The work of the Institute was in every way first-class, and the interest manifested by the citizens was specially gratifying and encouraging. It was indeed an educational week for the noble old county of Pitt, and its benefits to the schools and teachers will be lasting. There was also a large attendance of private school teachers upon the Institute. On each evening there was a general reunion, on which occasions most thoughtful and enthusiastic addresses were made by Hon. Thos. J. Jarvis, Col. J. B. Yellowly, Mr. George B. King, Col. J. F. Sugg, Major H. Harding and others. Miss Maggie Smith, who is teaching at Coxville, delivered, by request, two valuable essays upon progressive teaching. The musical exercises were conducted by Miss Jennie Williams, of Greenville, and the Institute was favored by several charming solos sung by Mrs. James B. Cherry. The editor returns his profound thanks for numbers of kind courtesies and hospitalities extended to him during the Institute by the people of Greenville, his native town.

## FROM THE DISTANCE.

REPORTED EXPRESSLY FOR THE NORTH CAROLINA TEACHER.

*The city of Konigberg*, in Prussia, recently sent a teacher of female handiwork to Breslau and Vienna to study the present state of the art there. The city pays the expenses.

*Results of the modern school in Prussia.* The year 1888-'89 was remarkable for the Prussian schools, because it offered the first "fruit" of Minister Falk's General Decree of 1872. The new recruits of the standing army were, as is the custom every year, examined, and it was found that a perceptible progress could be recorded. The two columns given below illustrate the progress clearly. The numbers signify what ratio could neither read nor write their names in

|                     | <b>1884-'85.</b> | <b>1888-'89.</b> |
|---------------------|------------------|------------------|
| Posen .....         | 8.61 per cent.   | 2.82 per cent.   |
| West Prussia .....  | 6.52 " "         | 3.87 " "         |
| East Prussia .....  | 6.06 " "         | 3.71 " "         |
| Upper Silicia ..... | 1.56 " "         | 0.82 " "         |

Hence the province of Posen (a slice of former Poland) is not the darkest spot of the tolerably clean map of Prussia, and the numbers reported in 1888-'89 prove to the satisfaction of thinking people that the Germanic influence is pressing eastward, and slowly assimilating the Slaves.

*The president of the police board in Stettin (on the Baltic), Count Stollberg-Wernigerode*, recently visited every school-house of the inner part of the city and convinced himself that the facilities for egress were sufficient, that the doors swung outward and each side of the house had a roomy staircase.

*A thorn in the flesh of the Plesiosaurus.* On the 1st of April, 1890, the daily programme of the city schools in Breslau (Prussia) will be enriched by a "new study," namely, "Games." These games are gymnastic evolutions, and are intimately related to the gymnastic exercises practiced at stated intervals. Both boys and girls will have these lessons in games. Special play-grounds are being prepared for them, as is done in Leipsic and Dresden.



## CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do;  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE!

MISS ACCA WARREN, a teacher of Greenville, was recently married to Mr. R. M. Hearne, of Pitt county.

MARRIED AT 12 M., on the 26th Feb., at the residence of Mr. James A. Moseley, on New Bern Avenue, in the city of Raleigh, by Rev. Father Charles, O. S. B., Miss Margaret Wyatt Conigland to Mr. A. P. Fries. The bride is the youngest daughter of the late Hon. Edward Conigland, of Halifax county, and the sister of Mrs. James A Moseley, of this city. She has been teaching in Northampton county, and the groom is the senior member of the firm of A. P. Fries & Co., prominent druggists of Jacksonville, Fla.

AT DURHAM, on February 16th, Miss Annie Leathers, a teacher in Durham county, was married to Mr. Thos. A. Neal, of Henderson, N. C.

MISS LOUIE HUGHES, a teacher of Oxford, was married on Wednesday, March 5th, 1890, to Mr. Alexander Field, of Oxford.

NEAR LINCOLNTON, N. C., on March 6th, 1890, Prof. Will. W. Troup, of Catawba College, married Miss Katie S. Warlick.

## IN MEMORIAM.

"Death hath made no breach  
 In love and sympathy, in hope and trust.  
 No outward sign or sound our ears can reach,  
 But there's an inward, spiritual speech  
 That greets us still, though mortal tongues be dust.  
 It bids us do the work that they laid down—  
 Take up the song where they broke off the strain;  
 So, journeying till we reach the heavenly town,  
 Where are laid up our treasure and our crown,  
 And our lost, loved ones will be found again."

On February 18th, 1890, at Wake Forest College, MRS. E. G. BECKWITH, wife of Prof. Beckwith, a member of the Faculty of Wake Forest College, departed this life. Our sincere sympathies are extended to Prof. Beckwith in his great bereavement.

## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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BILLIE (to teacher)—“Miss Smith, why do you keep the switch that you thrash us with behind the motto ‘God bless our school’?” Teacher—“That’s a very proper question, Billie; I will change it and keep the switch behind this motto, ‘I need Thee every hour.’”

“WHAT IS the use o’ that girl bangin’ away on the piano, Maria?”—“Practice, John. Practice makes perfect.”—“Perfect what—pandemonium?”

VISITOR—“Tommy, I wish to ask you a few questions in grammar.” Tommy—“Yes, sir.” Visitor—“If I give you the sentence, ‘The pupil loves his teacher,’ what is that?” Tommy—“Sarcasm.”

A GENTLEMAN met frequently two charming little girls going to school, who looked each very much like the other. One morning he asked one of them, “Are you twins, my dear?” With an indignant shake of her curls the little girl answered: “No, sir! we’s bofe girls.”

“MISS MINNIE BERTHA LEARNED will now give us some very interesting experiments in chemistry, showing the carboniferous character of many ordinary substances, after which she will entertain us with a short treatise on astronomy and an illustration of the geological formation of certain substances, and close with a brief essay entitled ‘Philosophy vs. Rationalism.’” Thus spoke the president of a young ladies’ seminary on the class-show day. A hard-headed, old-fashioned farmer happened to be among the examining board, and he electrified the faculty and paralyzed Miss Minnie by asking: “*Kin Miss Minnie tell me how much sixteen and three-fourths pounds of beef would come to at fifteen and a half cents a pound?*” “Why, really, I—I”—, gasped Miss Minnie. “*Kin you tell me who is the President of the United States?*” “Why—I—I—Mr. Blaine, isn’t he? Or is it—” “*Kin you tell me where the Mississippi River rises and sets?*” “I—I—don’t—just know.” “*I reckoned ye didn’t. Gimme the good old days when gals and boys went to school to larn sense.*”

TEACHER (in Lenoir county)—“Joel, what is the shape of the earth?” Joel—“It is round like an orange, only it is slightly flattened.” Teacher—“Where is it flattened?” Joel—“At the blossom end, ma’am.”

A COLLEGE boy objected to kissing a girl on the forehead, because the last time he did it he got a bang in the mouth.



# THE NORTH CAROLINA TEACHER.

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VOL. VII.

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No. 8.

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EUGENE G. HARRELL,

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Editor.

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## SIR WALTER RALEIGH.

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BY EDWARD NATHANIEL BOYKIN, CAMDEN, S. C.

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Soldier and wit, philosopher, and one  
Whom naught could hinder 'till his work was done;  
Keen as his sword, his wit would flash and fly—  
True as its steel, his faith and constancy.  
Urged by his earnest love for venture high  
He, seas, wild shores, and wilder men defy;  
And where the South Atlantic laves  
The green shores with its tepid waves,  
He strands his barque, and with a stately tread  
Old England's banner o'er the land he spread.  
The feathered Cacique, leaning on his lance,  
Looks on the hero with a wondering glance,  
Sees there the "white wings" resting on the sea  
That brought the stranger—can such wonders be?

Thus Raleigh came to Carolina's shore  
And plants the seed that goodly fruitage bore.  
Then dark days came, and horrors intervene—  
While blood and tumult fall across the scene;  
The wild war-whoop rings through the sultry air—  
And woman's cry of terror and despair;  
But through it all there rises stern and high  
The shout of brave men battling till they die.  
Now Raleigh's stately dome, with loud acclaim,  
Tells CAROLINA'S love for RALEIGH'S name.

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER XII.

EN ROUTE FOR THE WORLD'S METROPOLIS.

THE AMERICAN GIRL, AS A TRAVELER—LEAVING SCOTLAND WITH REGRET—OUR SPECIAL TRAIN—A CLEVER RAILWAY COMPANY—THE HANDSOMEST LOCOMOTIVE IN EUROPE—ENCHANTING LANDSCAPES—HISTORIC TOWNS—TWO OF "THE CHILDREN" LEFT AT PRESTON—NOTED TUNNELS—AT LONDON.



YOU now want to leave Edinburgh, young ladies?" asked the Secretary as we sat at breakfast on Tuesday morning, July 23d.

"No, indeed," replied all who were within hearing, "We would be glad to remain in this lovely city during our whole stay in Europe."

This was almost the unanimous verdict of our party, for it is truly a most delightful people who inhabit this beautiful city.

You can scarcely realize, until you have tried it as we did, how little baggage is actually necessary when traveling. All our trunks, valises, bags, etc., having been forwarded direct to London when we left Glasgow, we have now been traveling and sight-seeing for three days without having access to even a hand-bag, and yet, as we assemble in the drawing-room of the Palace Hotel this morning, Tuesday, July 23d,



the members of our party appear as neat and clean as if they had just come from the numberless conveniences of a gigantic "Saratoga."

The true American girl is a grand success, no matter where you find her or under what circumstances. She may set out on a four day's tour with a single extra pocket handkerchief, traveling by rail, stage-coach, steam-boat, and on foot over the mountains, and by her domestic generalship that handkerchief will be as carefully laundered every morning when she appears as if it was each time a new one taken from some inexhaustible supply.

The only changes in dress noticed among the party since leaving Glasgow, four days ago, was the addition of a light rubber gossamer which some of the girls had purchased in Edinburgh as a protection from the famous "Scotch mists" which would appear so frequently and suddenly that you would be wet before you knew there was any dampness in the atmosphere about you.

An umbrella was not of the slightest service, for this mist would rise upward as much as it came downwards, and most of the water would often be seen on the under side of your umbrella! Rather depressing weather to white fabrics of clothing which had been stiffly starched.

We cannot now remember to have seen any woman wearing a white dress during our entire stay in Scotland. In truth, a bewitching costume of pure white *pique*, such as our North Carolina girls wear in summer, would be exceedingly becoming to those blue-eyed Scotch maidens with their wealth of "amber tresses tied in blue."

It was, indeed, with much regret we realized that our sojourn in delightful Edinburgh was ended, for that beautiful city and its extremely kind and courteous people had most effectually won our hearts. We recall to mind most forcibly the words of some former delighted visitor:

"Farewell, Edinboro, and a' your daughters—fair,  
Your palace in the sheltered glen, your castle in the air,  
Your rocky brow, your grassy knowles, and eke your mountain bold;  
Were I to tell your beauties a', my tale would ne'er be told."

We wanted to remain longer with them. That land of Rob Roy, Walter Scott, Robert Bruce, William Wallace and John Knox possessed many fascinations for the North Carolina teachers, and we left its scenes and its people with a sincere hope that our departure was simply an *au revoir* instead of a "farewell."

The people of Scotland and of Europe do not pronounce the name "Edinburgh" as it is written and as it is taught in our schools. It is everywhere known only as "Edinboro," the latter portion of the word having the same sound as we have in our familiar names—Greensboro, Goldsboro, Tarboro, and other similar words. It will be well for you to remember this when some pleasant day in the future you find yourself "within a mile of Edinboro."

It was about ten o'clock A. M. when we reached Waverly Station of the London and North Western Railway, where a special train was waiting to take us to London. At the station we found our friend, Mr. Little, a railway Passenger Agent, who had kindly come over from Glasgow expressly to see that we were promptly provided with ample and first-class accommodations for that long run of four hundred and forty-nine miles. We appreciated his thoughtfulness most truly. This was but the beginning of the many and frequent attentions and courtesies which we received at the hands of those English and Scotch officials of the London and North Western Railway and its connections.

"Miss Elliotte," remarked the Secretary to one of our young ladies, as we reached our cars, "although we have yet been ashore scarcely four days you see that these people know all about the girls of our party."



"Why, what do you mean?" she inquired, while her face wore an expression of great surprise.

"Just look at the windows of our cars," answered the Secretary. "Every one of them bears a printed label describing our girls—don't you see? 'American Teachers!—Engaged.'"

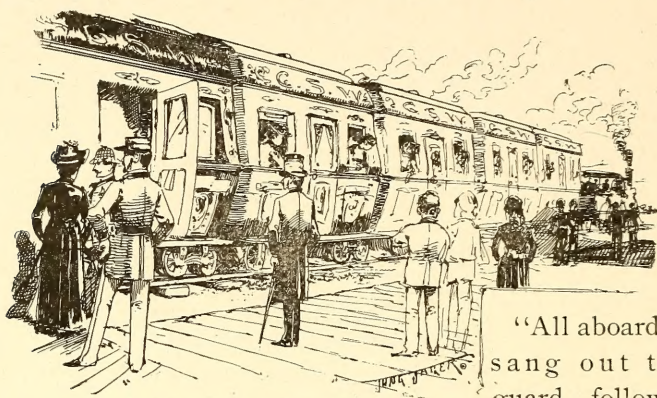
"Oh, yes," said she, blushing; while at least a dozen other girls standing near listening to the conversation also blushed their confession of a similar guiltiness.

It yet lacking a few minutes of our time for leaving, Mr. Little suggested that we take a look at the magnificent engine which was to pull us to London.

"It is the handsomest locomotive-engine in Europe," said Mr. Little. "It is entirely new, and was first used a few days ago in pulling the Prince of Wales' train. Last week it took the Shah of Persia from Edinburgh to London, and its next trip is to carry the North Carolina teachers to-day over the same route. The London and North Western Railway Company turns out a new engine every third day from their shops, and this is the finest one that they have ever made. It is the new "Flying Scotchman," and over many portions of the road this engine will carry you to-day at the remarkable speed of eighty miles per hour! The road is perfectly smooth, and even at that high speed you will scarcely feel any more jostling than if your cars were gliding over an ice-pond."

We all stepped from our cars upon the platform and carefully examined that splendid specimen of a locomotive. What a giant it seemed to be! Almost the entire machinery was encased in iron, but little being seen except the lower portion of the wheels. The whole locomotive was painted a light green color, trimmed with a narrow gold line, while the eye was here and there relieved by a delicate ornament in the way of a little landscape taken from scenes along

that picturesque route. Most truly that engine seemed to be a thing of life, as it was, indeed, a "thing of beauty."



"ALL ABOARD FOR LONDON!"

"All aboard!" sang out the guard, followed

by a shrill note of his whistle, and our train darted out of the station like some great bird taking wing, and we had scarcely time even to wave a "good-bye" to friends on the platform. Almost before we could realize it we were beyond the limits of Edinburgh and were feasting our eyes upon most beautiful of suburban scenes.

The route of the London and North Western Railway is through the loveliest and most romantically picturesque portion of Southern Scotland and Northern England. The country is quite mountainous, and as no railways in Europe are permitted to cross country roads upon the same level, there is such a rapid succession of long tunnels that the lamps in our train were lighted at Edinburgh and remained burning during the entire journey to London.

It was, however, soon discovered by the younger members of our party that the railway company had thoughtfully provided a snug little drop-curtain under each lamp which might be used whenever they considered that it was more restful to the eyes to have less light in shooting through the tunnels!



A wide agricultural district opened up to view in a few moments after we were well out of the precincts of Edinburgh, and at this season of the year the whole land, as far as the eye can reach, seems to be a vast velvety carpet of rich green. Here and there the landscape is dotted by the neatest of farm houses, like gems set among the trees, while on either hand are seen immense herds of the finest of cattle grazing upon the short, rich grass. It was a matter of surprise to us that we saw so few people outside of the towns as we sped through the country. If the farmers were at work it was certain they were too far away to be seen from our train.

Our first stop was at Carstairs Junction—five minutes for refreshments. Leaving this station, we entered the lovely valley of the river Clyde, which we followed for many miles. Soon we see on the left Crawford Castle, once connected with the brave Sir William Wallace. Then we begin the ascent of the Tinto Hills, and we gradually rise towards Beattock Summit, a thousand feet above the sea. On the summit of these bare hills, 2,300 feet high, are many ancient remains of the Druids.

We now span a beautiful wooded glen and, running along a pine-covered cutting in the mountain, we pass through the spacious Park of Auchen Castle, while deep in the pass to our left the famous Evan water rushes between its rocky and tree-lined banks dotted with a mass of ferns and foliage. For many miles our course is bounded by lofty and bleak fells with their vast expanse of heather occasionally interspersed with wood.

As we near the border we enter Lockerbie, where lived Robert Patterson, the original of Walter Scott's "Old Mortality." Then we soon reach Ecclefechan, where the famous Thomas Carlisle was born, and where he now sleeps his last long sleep. As we discuss the character and work of that great satirist our train rushes into a little town and

there is almost a simultaneous exclamation from the whole party, "Gretna Green!" Who has not heard of romantic Gretna Green, the famous marrying place across the English border for loving couples who failed to secure the consent of parents to their union?

After this steady run of about seventy-five miles our train pulls up within our first station in England, the celebrated city of Carlisle. The guards opened the doors of our cars and gave us ten minutes to walk about the platform and get a slight view of this noted city which is so rich with the historic traditions of a dozen centuries.

This noted city, owing to its situation on the border, has ever possessed more than a common share in the stirring conflicts between the English and the Scotch. It has successively been inhabited by the Britons, Picts, Scots, Romans, Danes, and Saxons. It was once a walled city, and had towers for its defense. There were also three massive entrances, known as the English, Scotch, and Irish Gates. During the reign of Edward I. three Parliaments assembled here to meet the King.

The city has been most fearfully ravaged time and again by war, fire and pestilence, and the immense ruins crowning the slope near the city is all that remains of what has been one of the finest old castles in England. At this castle, in 1568, was confined Mary, Queen of Scots, and the noble Fergus MacIvor, immortalized by the author of "Waverly." Carlisle is now a great and busy city, with a commerce extending over the world.

The country beyond Carlisle becomes richly wooded and the scene along our route is alternated by deep cuttings and lofty embankments. In the valleys are seen those beautiful little English farms which are noted for their careful and thorough cultivation and abundant yields of grain. At almost every little town we catch a glimpse, as we dashed through, of a ruined castle or abbey, silently recalling the history of bygone ages.



Just beyond Carlisle we enter the Whinfell forest of dark fir trees, and the fine landscape is enriched with a gray background of the Pennine Hills. Dashing along a high embankment, we cross the river Lowther at an elevation of ninety feet above the surface of the water. We are now in the midst of a picturesque range of mountains, prominent among which are the Helvellyn to the right, while just ahead looms up the lofty ridge of Saddleback with the crowning peak of Skiddaw.

Near Lowther is the magnificent domain of Lowther Castle, the principal seat of the Earls of Lonsdale. The park about the grand Gothic structure comprises several thousand acres.

Our train is now reinforced by another engine, at the rear, and we begin a steep climb to Shap Summit, nearly a thousand feet above sea-level. This is the highest point of the railway between Scotland and England. From this summit was quarried the fine granite used in building the Albert Memorial, the Thames Embankment and many other prominent public buildings in London, Liverpool, Manchester, Glasgow and elsewhere. Now through a solid rock tunnel some sixty feet in depth we descend the mountain at a speed of about ninety miles per hour!

Our route now is through an exceedingly fascinating portion of England. We are but a few miles from the celebrated "Lake District," and we steam through wide tracts of heather-covered fells in which graze great flocks of sheep. The surrounding scenery becomes more entrancing, comprising rocky coves terminating in strange chasms, while we have the varied beauties of a winding river, graceful water-falls, combined with romantic woodland and mountain paths.

Surely no other railway scenery can be so continuously lovely! We are now near the Lune Bridge with its rugged banks of intermingled wood and fern, or overgrown with

verdure, while the river beneath rushes along a rocky bed, its course now and then contrasting white foaming eddies and tiny cascades with deep and silent pools. Running beside this crystal river we have a grand and diversified view over a verdant but broken valley dotted with little whitewashed or greystone cottages. Away to our right distant ranges of blue mountains rise in successive ridges behind the lower summits of the grass-covered hills.

The never ending succession of high embankments and long tunnels, through which our route lay, gave the scenery somewhat a kaleidoscopic effect. We could only give expression to our admiration by one mighty and continuous exclamation point, and this manner of speech was only checked when our train dashed into the elegant station at Preston.

A stop of fifteen minutes being announced sent the whole party hurriedly into the little restaurants in the station for coffee and sandwiches. The minutes passed so pleasantly and rapidly that we almost forgot how few of them we had for the stop; consequently when we steamed out of the station it was soon rumored that some of the party were certainly left at Preston. We had no means of settling this question until our next stop, at Crewe, fifty-one miles away, so that fifty minutes was a period of some anxiety to us.

Upon reaching Crewe the Secretary hastened along the train inquiring at each window, "Are we all here?" Soon he learned that Miss Mabel Upchurch and Mr. C. F. Wadsworth, having remained on the platform enjoying the novelty of the situation longer than the time of our stop, were indeed left at Preston!

This incident, while it was to be regretted simply as a brief separation, gave us no cause for uneasiness as we well knew that the English railway system was the best on the globe and the care of passengers was most constant and



thorough. In a few moments we had further assurance of this by a telegram being handed to the Secretary from the station master at Preston, saying that two members of our party who had been left at Preston were on the next train and would reach London just thirty minutes after our arrival there.

After leaving Crewe our route lay through the manufacturing district of England. In every direction were to be seen the tall chimneys of cotton factories and iron works. How strong was our desire to stop and visit some of those noted manufactories and explore those old and picturesque English towns!

If time had permitted us to linger for a day in that interesting section we could have taken a short branch road from our main line and in a few moments a country lane would have led us to a pretty rural inn which would have been familiar to us as "Peverell of the Peak." A little further a pleasant walk would have carried us into the identical "happy valley" of Rasselas, with a charming little village, a school-house and drinking fountain, park and hall and church, and every cottage a picture!

Two little rivers meet there, and through a lovely valley we can enter the far-famed "Dale." The union forms a large river, a shallow, sparkling stream with many a silent pool and tiny water-fall. Its course seems to lead through a most enchanting land of the fairies, and the very solitude of the scene enhances its beauty. There is no broad, well-beaten track, and even the pedestrian has to pick his way with difficulty to reach Pike Pool, where all the charms of Dove Valley are centered in one view. It is the "Switzerland of England," and was the favorite haunt of Izack Walton and Charles Cotton! Indeed, it is not strange that we would love to linger amid such famous scenes, a land immortalized and made familiar to us by Dickens, Keats, Thackeray, Bulwer, Marryat, Pepys, Wordsworth and Coleridge.

But we resume our journey on the main line and soon reach a little station, and looking out we read the magic name "Rugby." We almost expected to see our old friend "Tom Brown" standing on the platform in consequence of vivid memories and imagination which the name of Rugby suggests. We felt then as if we really must get out and look about that famous school of the great and good Dr. Arnold, but after a stop of just one minute our train dashed out of the station to stop no more until we reached Euston Station in London, then eighty-three miles distant.

Rapidly moving forward the scene was a most pleasing alternation of cornfields and meadows, pretty villages and great coal mines and iron manufactories. Just as we leave Northampton we enter a most remarkable tunnel, 2,420 feet long. In cutting this tunnel the workmen struck upon a quicksand, from which poured a perfect deluge of water which, for a while, baffled every effort to check or control. Finally the difficulty was overcome by the noted engineer, Robert Stephenson, and the tunnel was completed at a cost of \$1,500,000!

Only a few miles farther we entered another tunnel over a mile and a half long, and the cutting is mainly through an immense hill of chalk. It occurred to us that there was needed only about six miles of blackboard to insure perfect happiness to any teacher who had a school in that vicinity! As we emerged from this tunnel the track lies between a deep cut of pure chalk for two miles and a half.

The train is now for a long distance dashing through tunnels among these chalk ridges and we catch only occasional glimpses of daylight and peeps of the beautiful rural landscapes upon either side. In one of those brief returns to daylight we saw on our right Mentmore Towers, the magnificent home of the famous Miss Hannah de Rothschild.



When about twenty miles from the end of our day's journey we saw, a little to our right, a cloud of smoke resting upon the horizon, which indicated the location of the World's Capital—LONDON. The villages are now so numerous that we cannot distinguish boundaries, but our route seems to be through one vast town gradually increasing in compactness until we reached Wellesden Junction, when we were within the corporate limits of London, but yet near six miles from the station!

Now alternately under the roadways, through a tunnel half a mile long, and over the roofs of houses we rapidly move until we glide into Euston Station, the handsomest station of the grandest railway system on the globe, having made the trip of four hundred and fifty miles within eight hours and a half, making but five brief stops during the journey! Seven handsome railway omnibuses were awaiting us to transfer us to the Midland Railway Station, where our baggage had been dispatched.

In response to telegrams, sent by the Secretary after leaving Edinburgh, we found in the station our friend, Mr. H. E. Strudwick, who had kindly attended to all hotel arrangements for us. Taking the Metropolitan Underground Railway, just across the street from the station, we were soon comfortably roomed in the elegant Manchester Hotel, on Aldersgate street.

This excellent hotel is under the admirable management of Mr. Adams and it is situated in the centre of the busiest and best portion of London. It is only about two blocks from the Post-office, the Bank of England and St. Paul's Cathedral, while a station of the Metropolitan Railway is at the door, and it is on the line of the immense system of city omnibuses.

In a few moments we were all comfortably roomed, and, being quite tired by reason of the long journey, we bade one another "good-night" and were soon calmly sleeping

away the fatigue. In our dreams we enjoyed a moving panorama of old castles, lovely landscapes, home folks, English lords, the Shah of Persia, and millions of railroads, along which we got left at a dozen or more stations. In the rapid changes of our visions we shook hands with Dickens, Carlyle, "Old Mortality," Claud Duval and Christopher Columbus; wore a swallow-tail coat and visited Queen Victoria, and smoked a North Carolina cigarette with Sir Walter Raleigh. No doubt we would have met all the other distinguished individuals of the earth, from Adam to Gladstone, if the night had been long enough.

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### OUR SCHOOLS FOR COLORED PEOPLE.

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A few days ago the editor of THE NORTH CAROLINA TEACHER was on the train returning home after a short absence in the eastern part of the State. On the seat with us sat a very intelligent and pleasant Northern gentleman on his way to Florida.

We made his acquaintance at Goldsboro and had enjoyed a most interesting conversation with him upon the educational outlook in the South. Of course the "Blair Bill" and the "Race Problem" were duly considered and discussed; and we had given him, as best we could, an insight into the vast strides which the colored people of the South, and particularly in North Carolina, had made in education during the past twenty-five years. We had tried to emphasize the fact that the white people of North Carolina had been willing, and now were, to see that from the school taxes of the State the colored people should have as ample and as good school facilities as were established for the white people. Our friend had, no doubt, been reading some sensational newspapers published a long ways from here, and he could scarcely believe that we spoke the truth.



Just then our train began to enter the suburbs of the Capital and the gentleman, looking out of the car window, inquired somewhat enthusiastically, "What handsome brick building is that a little to our right?"

"That," we replied, "is Shaw University, a high grade school for colored men."

"And what is that imposing structure near it?" he continued?

"That, sir, is Estey Seminary, a first-class institution for colored girls."

"Those other buildings, apparently on the same premises—what are they?"

"Those are the dormitories, the chapel and President Tupper's residence, and the buildings all belong to the same institution for the colored people."

"I notice another very neat brick building a little distance to the left. What is that?"

"That building is a department of the University and is the crowning glory of the institution. It is 'Leonard Medical College' for colored men. The faculty is chosen from the most eminent physicians in Raleigh and the medical students who graduate there are thoroughly prepared for the profession and pass as good examinations before our State Board of Examiners as do the students of any similar college in the country."

"These various schools," we continued, "were established by philanthropic Northern men, and they are doing the very best class of work for the five or six hundred male and female students who are there enrolled annually. We find the students of these schools in every portion of North Carolina—men and women, as teachers—doing a noble duty in faithfully training the children of their race. Dr. Tupper has been president from the beginning, and he is here erecting for himself a monument in North Carolina which will bring pride and honor to his name when many of us

shall have long since passed away and are forgotten; and in that honor the faculty of Leonard Medical College, of Shaw University and of Estey Seminary will share no inconsiderable part."

"I am indeed surprised," exclaimed our friend, "and I share with you the pride you manifest in those excellent schools for the colored people. Now, over there to the right is a very pretty frame building, seeming to be entirely new—what is that?"

"You are now getting closer yet to our pride," we answered. "That building is the Washington Graded School for colored children. There are two others equally as good for colored children in other parts of the city. They belong to our excellent system of city public schools and are supported wholly by local taxation in the city of Raleigh. They are well equipped in every way and are of equal merit with our public schools for the white children. The teachers are all first-class, many of them graduates of Shaw University and Estey Seminary, and the schools are kept open about nine months in the year.

"We very highly prize those schools for the colored folks, and although the white people pay a large majority of the taxes for their support they have always shown a willingness to do this. We have many small industries in the city and many more in view, and we would first let quite a number of our factories go away from us before we would consent to give up our public schools for white children and for colored children.

"In addition to these admirable schools at the Capital the State has established, by general taxation, five permanent normal schools, located in different portions of the State, for the colored people, and there are public schools also provided in nearly every district in the State. Besides these State schools there are thoroughly equipped and efficient higher institutions at Greensboro, Salisbury, Lum-



berton, Hillsboro, Concord, Charlotte and other places, which Northern friends to the colored man have founded for the education of his children. These institutions are all appreciated by the colored people and they are well patronized and supply the teachers of their public schools throughout the State. And in Raleigh is the Episcopal institution for colored people, St. Augustine Normal School, one of the best schools in the South."

"Well, well!" said our friend when he had recovered from his surprise sufficiently to again breathe freely, "I have learned something to-day which is indeed a revelation to me. For years I have been believing a most deceptive picture in regard to the education of the colored people and it is truly a delight to me to be properly informed in this matter. The so-called 'Race Problem' seems to be satisfactorily settled in the South *by* the South."

"The 'Race Problem,'" we added, "by no means concerns us as greatly in the South as it seems to agitate and vex political editors and public speakers at the North."

"Raleigh! five minutes stop!" sang out the porter, and we gave our friend the hand-shake of farewell and stepped upon the platform.

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### A GOOD RIDDANCE.

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On Thursday, March 20, 1890, at 3 o'clock P. M., the Senate of the United States executed the "Blair Bill" providing Federal aid to education in the South, and North Carolina loses \$700,000 annually which she expected to receive for the support of her public schools.

It was just as we expected, although we had hoped for a different result of the vote upon the measure. The political party now in power had, during a different administration, pledged itself to support this bill, but the ways of politicians are past finding out.

We have long been of the opinion that if Senator Blair would withdraw his active and persistent support from the bill it would then be passed by the Senate. We became more convinced of this when, in a recent speech, he used as the basis of his argument a most slanderous "Open Letter" which had been published in North Carolina reflecting grossly upon all our people.

We believe that the South will yet secure the Federal aid to education, but it will not be under the "Blair Bill"—and we are glad of that. The government *owes* this money to the Southern States and the debt will be paid by Congress some day.

We do not want the money as a gift in any form, nor do we desire to see the South *accept* it as a charity, but it is money which justly belongs to us as an offset to the millions of dollars of which the South is being robbed annually for paying pensions to the Northern soldiers who impoverished the South by civil war.

How can we be expected to tax ourselves more for educational purposes when every man, woman and child in the Southern States is compelled to pay two dollars each year for pensioning those Northern soldiers and their "uncles, cousins and aunts"?

But again we say, we rejoice that the Blair Bill was killed, since Senator Blair has based his argument for it upon the testimony of many false and slanderous witnesses. *Au revoir* "Federal aid to education," and farewell "Blair Bill."

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THE BOY should have an education which, when completed, will make him better prepared to pursue the work for which he is fitted, and which makes him not afraid to do it, thus dignifying labor.



[For The North Carolina Teacher.]

## SOME STRONGLY ANTI-SOUTHERN HISTORIES.

BY PROF. D. H. HILL, JR., NORTH CAROLINA COLLEGE OF  
AGRICULTURE AND MECHANIC ARTS.

NUMBER ONE.

It is a truism that what we learn in childhood sticks longest in the memory and colors all our later acquisitions. Hence the importance of presenting only truth to the child's mind. Are our Southern children getting truth and truth only from many of the so-called histories now used in some of our schools? Surely some of our teachers are not sufficiently considering the statements made in these works or the books would speedily go to kindle the fire.

One of these "histories" for young people is from the pen of Charles Carleton Coffin, and is called *The Building of the Nation*. It purports to be a truthful account of what took place in this country from the close of the Revolution to the beginning of the war between the States. Some of the assertions made in this beautifully illustrated and handsomely gotten up book can be explained only in three ways—first, we may charitably suppose that the author is so prejudiced against the South that he can see no good in Southern people; second, that he is ignorant; third, that he is maliciously perverting the truth.

Several chapters are devoted to an account of "Social Life in the Colonies." After telling the reader how energetic and zealous and patriotic and pious and consecrated the New Englanders were, and how they spent all their time in trying to make others as they were, only not so good, the author, after some account of other colonies, comes to the South. Let him speak for himself:

“In the Southern States there were three classes of people—the poor whites, the planters and the negroes. \* \* They (the poor whites) lived in shanties, ploughed a patch of ground with a mule and a cow harnessed together, or, if they had no cow, the husband harnessed his wife with the mule.”

Notice that *all* the poor people used this method of ploughing. Truly, the women then must have had more of the “most heavenlie qualyty of gentlenesse” than they possess now. After making some other statements as reckless as this Mr. Coffin turns to the Southern planters. He says of them:

“They lived in great houses with wide halls, large square rooms, piazza and portico. There were few mechanics in Virginia, and there was no good carpenter or joiner work about the houses. There were massive beams overhead; the wainscoting was rude; the doors sagged; the whole establishment was a piece of patchwork. Near the planter’s house, in rear, was the cook-house, with frying-pans and bake-ovens. The first thing the planter did in the morning was to drink a glass of rum and sweetened water. After breakfast he rode over the plantation to see if the negroes were at work. At noon he sat down to a dinner of boiled ham, mutton and cabbage. \* \* \* Very few of the planters had any books. They knew little of what was going on in the world. They loved hunting and kept packs of hounds. \* \* \* When the hunt was over they sat down to grand dinners and drank mightily of port and madeira wine, rum and brandy. The one who could drink most before he fell dead-drunk upon the floor was the best fellow.”

Now, if this is a true picture of the Colonial and Revolutionary South, what must we think of the judgment and the patriotism of Mr. Coffin’s pious and far-sighted New Englanders and Mr. Coffin’s thrifty Middle State men when



we remember that they went to this society, this ignorant, drunken, Southern society, to get their leaders? It does seem that these model men would have been afraid to trust the formation and guidance of their loved young republic so largely to men raised only "to drink rum" and "know little of what was going on": it does seem that the sharp-witted Boston merchant and the calculating Knickerbocker tradesman would have been slow in trusting "their lives, their liberties and their sacred honors" into the hands of men whose brains were steeped in rum, and whose stomachs were crammed with cabbage. Yet from the time that Peyton Randolph, a man raised in this "drunken" society, presided over the First American Congress till our flag had over thirty stars upon it, these men selected Southern men, representatives of cabbage culture, to fill most of the important national offices. The Second Congress, famous for its Declaration, had this same Randolph for its President until necessity called him elsewhere. It was upon motion of R. H. Lee, another gentleman from "sagging-door" land, that this Congress declared that "these colonies are, and of right ought to be, free and independent States." Another member from rum-land was made chairman of the Declaration Committee and wrote the Declaration. When war followed this bold Declaration an officer from this land of piebald architecture was voted the commander-in-chiefship. When this rebellion ended successfully another Southerner was called upon to preside over the body that framed the Constitution, and the Constitution was drawn mainly from the draft of Charles Pinckney, of South Carolina. "Thus," as a lover of his Southland tells us, "independence was declared upon the motion of one Southerner; its principles were set forth in the Declaration written by another Southerner. A third led the armies of the rebel colonies to victory, while a fourth framed the Constitution." It seems that if these men "knew," as

Mr. Coffin asserts, "little of what was going on in the world," they certainly knew what was going in America. Again, from this Colonial, drunken, cabbage-eating South came one-half the Presidents of the Continental Congress, six out of the eight first Secretaries of State, four out of the five first Presidents of the United States, and (if we count to Buchanan's administration) eleven out of seventeen Presidents, and twenty-two out of thirty-eight Judges of the Supreme Court. These cabbage-eaters had, if I may borrow the words of a charming rosebud of a girl that just used them, "a knack of getting there."

The Alien and Sedition Acts, passed under the Presidency of John Adams, were so unpopular that they cost the Federalists the Presidency. Jefferson and Madison looked upon them as a stride towards consolidation, and ably pointed out how contrary they were to the spirit of our Constitution. The anti-States-rights men have always tried to defend these acts. Coffin says, "Congress passed an Alien law under which the President was authorized to send any one whom he might judge to be dangerous out of the country. A Sedition law was passed, under which a man might be put in prison for publishing anything false or malicious against the government. The President did not send anybody out of the country; no one was imprisoned; but the Democrats had a great deal to say against these laws, denouncing them as tyrannical and subversive of liberty. One thistle seed had been sown in Virginia in 1620, and in 1798 Thomas Jefferson planted a companion seed—very harmless at the time, but which was destined to bring forth a terrible harvest. John Taylor, of Virginia, was a member of Congress, and was so bitterly opposed to President Adams, and had such a hatred of the Alien and Sedition laws, that he said Virginia was not bound to respect them, and that the State ought to secede from the Union because the laws were unconstitutional.



Jefferson and Madison sympathized with John Taylor, as did Mr. Nicholas, of Kentucky; and together they planted the new thistle seed."

Let us examine this. Mr. Coffin says "no one was imprisoned under the Sedition Act." Has Mr. Coffin never heard how Mr. Lyon, of Connecticut, was arrested under this law for a newspaper article, tried and sentenced to four months imprisonment and a fine of a thousand dollars, and how his people, to show their hatred for the law, elected him member of Congress while he was still in jail? Did Mr. Coffin never read how Judge Peck, of New York, was arrested under this act because, in drawing up a petition for the repeal of the act, he harshly criticised the act and the Congress that passed it? Has he forgotten the Callender and the Cooper cases? Historians should have better memories or people may think that they do not want to tell the truth.

Then notice Mr. Coffin's impugment of the motives of Congressman Taylor and Messrs. Jefferson and Madison. He is not willing to let us think that Mr. Taylor as a thinker, as an intelligent member of Congress, deemed these laws unwise and unlawful; he opposes them from personal grounds "because he was so bitterly opposed to President Adams and so hated these laws." We benighted descendants of cabbage-eaters had always thought that the great author of the Declaration, in his assaults on these laws, honestly believed that these laws were not in accord with the Constitution that he knew so well. But we were all wrong: he opposed them because "he sympathized with John Taylor." We deluded Southerners have always had the impression that when Madison wrote what Stephens calls "that matchless Report" he did so because he was satisfied that these acts were against the whole spirit of the Constitution which he had helped to form; but no, he "sympathized with John Taylor," and that inspired his pen.

HOW SPELLING SHOULD BE TAUGHT.

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The most important branch of study in the common school course is spelling. The penmanship may be almost illegible, the composition may be a little awkward, and due allowances will always be made for these faults, but nobody can tolerate incorrect spelling. It is the inevitable mark of ignorance.

This being undoubtedly true it is important that the very best and most thorough method should be adopted for teaching a child to spell correctly.

In North Carolina we find some teachers trying to teach spelling without the use of a spelling-book and daily exercises in memorizing words. They try to work in spelling with reading and a dictionary. Such a so-called method will always fail. It has never made a correct speller and never can do so, and the time consumed in such devices is utterly wasted.

The dictionary is a good thing. Scholars and literary people cannot do without it, but to say that a child must use the dictionary for learning to spell, and that it must not memorize the orthography of thousands of words of which it may not at present know the full meaning, is the most senseless of nonsense.

The dictionary is a text-book of definitions. To require a child to refer to it constantly for the correct spelling of words that it wants to use is as silly as to keep him from memorizing any facts in geography, history, grammar or other study and require him to refer constantly to these books whenever he wants to talk! How absurd! and yet this is the plan adopted by numbers of teachers, and they have named it the "New Education." It is undoubtedly "new."



The correct orthography of each word in the vocabulary which the average person is likely to use can be fixed in the mind of a child only by memory. Words must be memorized as *words* whether the meanings of them may or may not be known. When a word is heard or used the memory must furnish the correct combination of letters which make that word.

Definitions of nine-tenths of the words which a person will ever use will come by using the word. But the correct spelling of all the words must be permanently fixed in the memory, perhaps many years before some of them will be used.

To memorize the words of our vocabulary is not a very difficult task for a pupil. He has eight or ten years at school for doing this. Millions of English-speaking people have memorized their vocabulary, and it is the only way by which correct spelling has been or can be taught.

If you want to be a thorough teacher do not let any theorizer try to persuade you that it is "not necessary to require a child to commit to memory the spelling of long lists of words from a spelling-book." Such an adviser is an unsafe educational leader.

Do not be induced to abolish from your school the daily spelling lesson from some good spelling-book. Have an exercise in spelling by the entire school at least twice a week. Let your best speller stand at the head of the class until some other pupil wins the honor. An occasional "spelling-bee" is a most interesting and valuable exercise. In this way only can the eight thousand words of the average vocabulary be really learned.

Your pupils may not have the slightest idea as to the meanings of such words as "homogeneous," "fastidious," "polyglot," "synchronism," "hypothesis," etc., etc. Neither did we, but we learned how to spell them all the same; we afterwards learned what they meant when we had

occasion to use them, heard them or saw them, and so will your pupils.

In addition to your daily spelling exercises it is well to have every other day a lesson from some good school dictionary, where both the orthography and definitions will be memorized.

Much has been written in favor of abolishing the spelling-book from the school-room, but the argument has been pure and unadulterated chaff and nonsense and unworthy of any teacher who really desires to teach.

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### WHAT IS THE WORD?

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There is a word of plural number,  
A foe to peace and quiet slumber.  
Now any word you may chance to take,  
By adding "S" you plural make;  
But if you add an "S" to this—  
How strange the metamorphosis—  
Plural is plural then no more,  
And sweet what bitter was before.

—*W. Q. A. Graham.*

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EVERYTHING THAT you want for school exhibitions may be obtained of Alfred Williams & Co., Raleigh. Lists of such books will be sent on application.



# IN THE SCHOOL-ROOM.

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BY-AND-BY.

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There's a little mischief-making  
Elfin, who is ever nigh,  
Thwarting every undertaking,  
And his name is By-and-by.  
What we ought to do this minute  
"Will be better done," he'll cry,  
If to-morrow we begin it,  
"Put it off," says By-and-by.

Those who heed his treacherous wooing  
Will his faithless guidance rue;  
What we always put off doing  
Clearly we shall never do.  
We shall reach what we endeavor  
If on Now we more rely;  
But unto the realms of Never  
Leads the pilot By-and-by.

—*Selected.*

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## EDUCATION CRAZES.

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The history of education in this country for the past fifty years has been a history of crazes—the "method" craze, the "object" craze, the "illustration" craze, the "memory-gem" craze, the "civics" craze—calling upon children of eight or ten for information as to custom-houses, post-offices, city councils, governors and legislators—the "story-telling" craze, the "phonics" craze, the "word-

method" craze, the "drawing" and "music" craze, besides the craze for letters and business forms, picture study and physics. Now arrives "manual training" and "slojd" crazes! Happy is the community where those in charge of the schools have maintained the clear judgment above all these fluctuations, shiftings and tinkering, and have kept in view the real object of school education—"to give a knowledge of self, to promote morality and refinement through the teachings of discipline and self-control, and to lead the pupils to see that the highest and only permanent content is to be obtained, not in the valleys of Sense, but by continual striving toward the high peaks of Reason."—*New York Evening Post*.

### PROVING ADDITION.

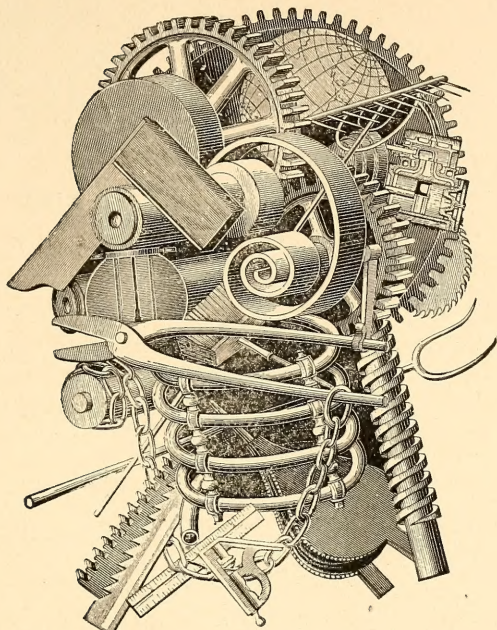
The following simple proof of addition will be found useful in primary arithmetic:

|           |           |
|-----------|-----------|
| 123456    | 15        |
| 234561    | 23        |
| 345612    | 27        |
| 456123    | 32        |
| 847910    | 19        |
| 617283    | 24        |
| <hr/>     |           |
| 2,624,945 | 2,624,945 |

The sum is obtained in the usual way; then, begin at the units column, add downward, writing the full sum, fifteen units, without carrying; add the tens column in the same way, writing the result, 23 tens, so that numbers of the same order shall fall in the same column.

After every column has been added in this way, and the sum written in its proper place, then add wherever one figure falls under another and compare results.—*Mrs. J. L. Long*.





\* THE ACTIVE POWERS \*  
OF INVENTIVE GENIUS.

A STUDY FOR LITTLE PEOPLE.

We think that teachers can make a very useful and interesting exercise in carefully examining this picture with their pupils. Of course children will know that the head and brain of a master machinist or inventor is not composed of cog-wheels, squares, compasses, springs, screws, pliers, etc., but this illustration shows of what things a thorough knowledge must be necessary in order that the great, useful and wonderful machines may be invented and worked out to perfection for the convenience of mankind. To that extent these instruments of labor and use do indeed become "the active powers of inventive genius."

## THE SUM OF IT ALL.

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"The boy that by *addition* grows,  
 And suffers no *subtraction*,  
 Who *multiplies* the things he knows,  
 And carries every *fraction*,  
 Who well *divides* his precious time,  
 The due *proportion* giving,  
 To sure success aloft will climb,  
*Interest compound* receiving."

—Ray Palmer.

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## HOW TO SPELL THE "CEDE," "CEED" AND "SEDE" WORDS.

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BY O. G. PALMER, B. SC., PRINCIPAL SCHOOLS, ALTON, KANSAS.

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The word "su-per-sede" must be thoroughly committed to memory. This word is the only one of the "sede" division of this class of words.

The "ceed" words are three in number:

|      |   |       |
|------|---|-------|
| ex-  | } | ceed. |
| pro- |   |       |
| suc- |   |       |

Learn to associate the three syllables "ex," "pro" and "suc" by saying them one after another, and remember that they belong to words ending in "ceed."

All other words of this class end in "cede; as:—

|        |   |       |
|--------|---|-------|
| ac-    | } | cede. |
| con-   |   |       |
| inter- |   |       |
| pre-   |   |       |
| re-    |   |       |
| se-    |   |       |



# NORTH CAROLINA TEACHERS' ASSEMBLY.

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ORGANIZATION FOR 1889-'90.

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## OFFICERS:

|                               |           |                   |
|-------------------------------|-----------|-------------------|
| HENRY LOUIS SMITH, President, | . . . . . | Davidson College. |
| HUGH MORSON, Treasurer,       | . . . . . | Raleigh.          |
| EUGENE G. HARRELL, Secretary, | . . . . . | Raleigh.          |

## VICE-PRESIDENTS.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. J. Y. Joyner, Goldsboro.        | 5. Rev. J. F. Crowell, Trinity Col. |
| 2. Rev. W. R. Atkinson, Charlotte. | 6. Hon. S. M. Finger, Raleigh.      |
| 3. Rev. T. M. Jones, Greensboro.   | 7. Rev. C. E. Taylor, Wake Forest.  |
| 4. J. A. Holt, Oak Ridge.          | 8. Rev. J. W. Woody, New Garden.    |
| 9. M. C. S. Noble, Wilmington.     |                                     |

## EXECUTIVE COMMITTEE.

Henry Louis Smith, Chairman (*ex officio*), Davidson College.

Eugene G. Harrell, Secretary (*ex officio*), Raleigh.

Chas. D. McIver, Raleigh.

P. P. Claxton, Asheville.

Geo. T. Winston, Chapel Hill.

D. L. Ellis, Nashville.

A. C. Davis, LaGrange.

R. H. Lewis, Hendersonville.

W. L. Poteat, Wake Forest.

## COUNSELORS.

Each County Superintendent in North Carolina.

## SEVENTH ANNUAL SESSION.

In the Assembly Building, at Morehead City, N. C., June 17 to 30, 1890.

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## COUNTY SUPERINTENDENTS' MEETING.

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The annual meeting of the State County Superintendents' Association at Morehead City on Tuesday, June 24th, promises to be a more largely attended and interesting session than ever before. The officers of the Association are Mr. James P. Cook, President, Concord; Mr. L. M. Con-

yers, Vice-President, Nashville; Mr. John W. Starnes, Secretary, Asheville. The most important school officers in North Carolina are the County Superintendents, and there are many matters relating to the work which require their most careful consideration and counsel.

The Legislature will convene next January and there are some most important school matters to be brought to the attention of that body, and they must be formulated by the County Superintendents to be properly represented. Is it not possible for every County Superintendent in the State to be present at the meeting in June, unless unavoidably prevented by sickness? The times demand the closest union and organization of effort on the part of co-workers if the desired results are to be obtained. Are your county public schools just as you want them to be? Then can't you go to the meeting and tell your brother Superintendents how you made the schools satisfactory? If they are not in good condition then go to Morehead and perhaps some co-laborer may be able to tell you how to improve them.

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HAVE YOU secured your Certificate of Membership for 1890? Several hundred have already been issued by the Secretary, and he is ready to forward yours.

WE HAVE long desired most truly to have with us at the Assembly Rev. J. L. M. Curry, LL. D., of Richmond, Virginia, the most distinguished educator and eloquent orator in the Southern States. We are proud to say that he accepts our invitation to be present for several days in June at our session, and the teachers have a greater intellectual feast in store for them than we have ever before been able to provide. Don't let any unimportant matter keep you away from the Assembly this summer, for the whole work will be unexceptionally valuable and interesting.



MR. E. M. ANDREWS, of Charlotte, N. C., dealer in pianos and organs, will kindly place in the Assembly Hall this session, for use of the teachers, a first-class Grand Square Piano of the very best make.

THE INTEREST in the approaching session of the Assembly is greater than ever before. Numbers of teachers from a distance have already written to the proprietors of the Atlantic Hotel to arrange for rooms during the session. The attendance upon the coming meeting will be larger than at any previous session.

THERE WILL be a great many changes of location among teachers for the next term. The Secretary has already received numbers of letters from school officers and teachers stating that they will be at the Assembly for the purpose of securing teachers for the fall schools. In securing a good position more satisfactory work can be accomplished in a personal interview of ten minutes than can be done by months of correspondence.

THE NOTED "Eli Perkins," the humorist whom every American wants to hear, has been secured for one evening's lecture at the Assembly—Friday, June 20. "Eli Perkins" has the wit of Mark Twain and the philosophy of Josh Billings, and his humorous and sensible talks have caused hundreds of thousands to laugh away many of the vexations of life. Who has not heard the characteristic Americanism "Git thar, Eli"? This is the man.

THE ATLANTIC HOTEL, at Morehead City, has been leased by the Foster Brothers, which clever gentlemen need no elaborate introduction to the teachers of North Carolina. They were in charge of the hotel in 1887, when the fifth session of the Assembly was held at Morehead City, and the perfect satisfaction that they gave, as most thoughtful and accommodating managers, added very largely to the pleasures of that meeting. The new proprietors promise to

do even better for us than before and only first-class fare and accommodations will be again provided for the Assembly. In all the arrangements which Messrs. Foster Brothers make for the season they will have special reference to giving greatest enjoyment and satisfaction to their favorite guests—the North Carolina Teachers' Assembly—who will gather in June at that most delightful sea-side resort to a number of something like three thousand. The rates of board for the Assembly will be only \$1.00 per day.

“A MODEL SCHOOL?” Yes, that is just what it will be. Not a great shower of theories, but true, solid, practical, adaptable work. The school-room will be on the lower floor of the Assembly building, furnished in modern style by Sidney School Furniture Company; twenty bright little boys and girls will be enrolled as scholars and they will be taught alternate days by Miss Nannie Y. Burke, of Taylorsville, formerly teacher of the Primary Department of Peace Institute, Raleigh, and Miss Mary V. Marsh, teacher of fourth grade in the Murphey School of Raleigh. The work will begin with the organization and classifying of a country school on first day of the term, and these accomplished teachers will *show* you how to overcome the difficulties which beset every teacher in a country or village school, and they will also *show* you, by actual work, how to best interest and instruct your pupils. They will *show* young and inexperienced teachers how to use the methods adapted to the average primary, or elementary, public or private school of short duration. Nothing like this special work has ever before been done in any gathering of teachers in this country, and each day will be of untold value to young teachers, and of more practical benefit to them than all the pedagogical books and essays ever published, or of all the fine-spun theories ever delivered from the platform.



## OUTLINE PROGRAMME

FOR THE

## NORTH CAROLINA TEACHERS' ASSEMBLY,

MOREHEAD CITY, N. C., JUNE 17—30, 1890.

## SEVENTH ANNUAL SESSION.

*Tuesday, June 17th.*

Assembly trains from all parts of the State will make close connection with the Atlantic and North Carolina Railroad at Goldsboro, *en route* for Morehead City, N. C.

Will arrive at the Atlantic Hotel at 7:45 P. M., in time for supper.

*Wednesday, June 18th.**9:30 A. M.*

The "Model Country School" will be regularly opened with twelve little children, and the work for the "First Day in School" will be illustrated by Miss Nannie Y. Burke, of Taylorsville, and Miss Mary V. Marsh, of Raleigh.

The "Model School" will be held each day from 9:30 to 10:30 A. M., and the most practical methods for village and country schools will be thoroughly exemplified and illustrated by actual work.

*10:30 A. M.*

ADDRESS BY \_\_\_\_\_

*3:30 P. M.*

Complimentary sail to the Assembly by the boatmen of Morehead City and Beaufort.

The *Sea Club*, under the leadership of Professors W. L. Poteat and Joseph A. Holmes, will collect material and specimens for study during the Assembly.

*8:30 P. M.*

OPENING OF THE SEVENTH ANNUAL SESSION OF THE ASSEMBLY.

ANNUAL ADDRESS. Professor Henry Louis Smith, President, Davidson College, N. C.

*Thursday, June 19th.**10:30 A. M.*

"NATURAL SCIENCE DAY."

Including special work by the "Sea Club."

Programme arranged by Professor W. L. Poteat, Wake Forest College, and Professor Joseph A. Holmes, University, N. C.

*8:30 P. M.*

ADDRESS, . . . Rev. J. B. Shearer, D. D., President Davidson College.

*Friday, June 20th.*

*10:30 A. M.*

"VILLAGE AND COUNTRY SCHOOL DAY."

Exercises and discussions arranged by Mr. James P. Cook, Concord, N. C., and Professor W. V. Savage, Henderson, N. C.

*8:30 P. M.*

"THE PHILOSOPHY OF WIT AND HUMOR."

Lecture by the celebrated humorist—ELI PERKINS.

*Saturday, June 21st.*

REST AND RECREATION.

Visiting the Light-house, Fort Macon, Beaufort, the Surf-bathing, and other points of interest in and around Morehead City.

*Sunday, June 22d.*

*11 A. M.*

SERMON, . . . . . Rev. J. W. Carter, D. D., Raleigh, N. C.

*8:30 P. M.*

SERMON, . . . . . Rev. J. L. M. Curry, LL. D., Richmond, Va.

The Song Service, morning and evening, will be led by CAPT. FRANK CUNNINGHAM, of Richmond, in a number of his choicest solos.

*Monday, June 23d.*

*10:30 A. M.*

"MODERN LANGUAGE AND LITERATURE DAY."

Discussion led by Rev. Thomas Hume, D. D., University North Carolina, and Professor W. S. Currell, Davidson College.

*3:30 P. M.*

ANNUAL MEETING OF ASSOCIATION OF COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION. Mr. James P. Cook, Concord, President; Mr. L. M. Conyers, Nashville, Vice-President; Mr. John W. Starnes, Asheville, Secretary.

*8:30 P. M.*

ADDRESS, . . . Professor James Dinwiddie, President Peace Institute, Raleigh, N. C.

*Tuesday, June 24th.*

"CLASSICAL DAY."

Discussion led by Professor James H. Horner, Oxford; Professor Hugh Morson, Raleigh; Dr. G. W. Manly, Wake Forest; Professor Geo. T.



Winston, University North Carolina; Col. W. J. Martin, Davidson College, N. C.; Professor E. Alexander, University North Carolina.

8:30 P. M.

"A VINDICATION OF THE POSTPONEMENT BY NORTH CAROLINA OF THE RATIFICATION OF THE FEDERAL CONSTITUTION." Hon. Kemp P. Battle, LL. D., President University North Carolina.

Wednesday, June 25th.

10:30 A. M.

"PUBLIC SCHOOL DAY"—"THE TRAINING SCHOOL"—  
"COUNTY INSTITUTES."

General Discussion, led by Hon. S. M. Finger, State Superintendent Public Instruction, and Professors E. A. Alderman and Chas. D. McIver, conductors of State Teachers' Institutes.

8:30 P. M.

ADDRESS, . . . Hon. Thomas J. Jarvis, Greenville, N. C.

Thursday, June 26th.

10:30 A. M.

"CITY GRADED SCHOOL DAY."

Programme prepared by Professor P. P. Claxton, Superintendent Asheville Public Schools, and Professor E. L. Hughes, Superintendent Reidsville Public Schools.

8:30 P. M.

ADDRESS, . . . Hon. J. L. M. Curry, LL. D., Richmond, Va.

Friday, June 27th.

10:30 P. M.

"SOCIAL WORK IN SCHOOLS."

Discussion led by Professor Alexander Graham, Superintendent Charlotte Public Schools, and Professor J. T. Alderman, Fork Church Academy.

8:30 P. M.

LITERARY AND MUSICAL ENTERTAINMENT.

Programme arranged by Miss Lessie Southgate, of Durham, and Capt. Frank Cunningham, of Richmond, Virginia.

Saturday, June 28th.

REST AND RECREATION.

Excursions to New Bern and Cape Lookout.

Sunday, June 29th.

SERMONS MORNING AND EVENING.

Sunday-school Mass-meeting at 3:30 P. M., including a Song Service led by Capt. Frank Cunningham and Miss Anna R. Neal, of Concord.

PARTIAL PROGRAMME  
FOR THE  
SOUTHERN EDUCATIONAL ASSOCIATION,

MEETING AT MOREHEAD CITY, N. C., JULY 1-5, 1890.

SUBJECTS WHICH ARE LIVE AND PRACTICAL, AND OF GREATEST  
INTEREST TO SOUTHERN TEACHERS.

*Tuesday, July 1st.*

*10:30 A. M.*

**ADDRESS OF WELCOME.**

HON. DANIEL G. FOWLE, . . . Governor of North Carolina.

THREE-MINUTE RESPONSES.

Mr. John L. Weber, School Commissioner for Charleston County, S. C.

Professor A. M. Burney, President Howard Female College, Gallatin, Tennessee.

Professor J. W. Nicholson, President State University, Baton Rouge, Louisiana.

Col. J. T. Murfee, Principal Military Institute, Marion, Alabama.

Hon. S. M. Finger, State Superintendent Public Instruction, Raleigh, N. C.

Professor M. L. Payne, Superintendent Marion County, Ocala, Florida.

Professor P. A. Witmer, School Commissioner Washington County, Maryland.

Hon. J. R. Preston, State Superintendent Public Instruction, Jackson, Mississippi.

Hon. John E. Massey, State Superintendent Public Instruction, Richmond, Virginia.

Hon. J. D. Pickett, Superintendent Public Instruction, Frankfort, Kentucky.

Professor J. H. Shinn, Little Rock, Arkansas.

*Tuesday, 3:30 P. M.*

**ORGANIZATION AND APPOINTMENT OF SPECIAL COMMITTEES.**

*Tuesday, 8:30 P. M.*

ADDRESS, . . . Rev. J. L. M. Curry, LL. D., Agent Peabody Fund, Richmond, Virginia.



*Wednesday Morning, July 2d.*

## RELATION OF HIGH SCHOOL TO PUBLIC EDUCATION.

- PAPER, . . . Professor R. H. Parham, Little Rock, Arkansas.  
 DISCUSSION—Professor Price Thomas, Union City, Tennessee; Professor James C. Vick, Olmstead, Kentucky; Professor Arthur P. Wilmer, Principal Academy, Abingdon, Virginia.

*Wednesday, 3 P. M.*

## TRAINING OF TEACHERS.

- PAPER, . . . Professor James K. Powers, President State Normal College, Florence, Alabama.  
 DISCUSSION—Professor Geo. T. Winston, University of North Carolina; Professor D. B. Johnson, Superintendent Winthrop Training School for Teachers, Columbia, South Carolina; Rev. W. R. Atkinson, D. D., President Female Seminary, Charlotte, N. C.

*8:30 P. M.**Thursday Morning, July 3d.*

## COMPULSORY EDUCATION.—IS IT PRACTICAL?—IS IT EXPEDIENT?

- PAPER, . . . Hon. Frank M. Smith, State Superintendent Public Instruction, Nashville, Tennessee.  
 DISCUSSION—Mr. Richard L. Carver, Superintendent City Schools, Alexandria, Virginia; Major Robert Bingham, Superintendent Bingham School, North Carolina; Professor E. R. Dickson, Superintendent City Schools, Mobile, Alabama; Professor James A. Fishburn, Superintendent Military School, Waynesboro, Virginia; Rev. John F. Crowell, President Trinity College, N. C.

*Thursday, 8:30 P. M.*

## PRACTICAL EDUCATION OF WOMEN.

- PAPER, . . . Miss Sallie B. Hamner, Principal Female College, Richmond, Virginia.  
 DISCUSSION—Miss Ida A. Young, Principal Female Seminary, Washington, Georgia; Professor James Dinwiddie, Gordonsville, Virginia; Rev. Bennett Smedes, Principal St. Mary's School, Raleigh, N. C.; Professor J. D. Anderson, President Female Seminary, Huntsville, Alabama; Miss Dulce Moise, Sumter, S. C.; Miss M. Rutherford, Principal Lucy Cobb Institute, Athens, Georgia; Professor J. B. Hancock, Principal Ward's Seminary, Nashville, Tennessee.

*Friday Morning, July 4th.*

## WHAT THE SOUTH IS DOING FOR PUBLIC EDUCATION.

- PAPER, . . . Hon. S. M. Finger, State Superintendent Public Instruction, Raleigh, N. C.

DISCUSSION—Superintendents of Public Instruction of each Southern State. Five-minute talks, giving statistics as follows: Money collected annually by general tax, local tax and subscription. Value of school buildings. Number of white children and colored children enumerated, enrolled and average attendance in the schools.

*Friday, 3:30 P. M.*

#### SOUTHERN EDUCATIONAL JOURNALS.

##### REPORT OF THE COMMITTEE.

DISCUSSION—Mrs. B. B. Sterling, Little Rock, Arkansas; Professor B. Puryear, President College, Richmond, Virginia; Professor C. B. Denison, Associate Principal Male Academy, Raleigh, N. C.; Mr. M. P. Venable, Little Rock, Arkansas; Mr. J. N. McMillin, Iuka, Mississippi; Mr. John H. Seals, Atlanta, Georgia; Professor D. J. Hill, Jr., Raleigh, N. C.

It is expected that all editors of Southern educational journals will take part in the discussion of this question.

*Friday Evening.*

#### THE SCHOOL-BOOK PROBLEM—UNIFORMITY OF TEXT-BOOKS—

##### HISTORICAL ERRORS—SCHOOL BOOK TRUSTS.

PAPER, . Dr. Henry E. Shepherd, President University S. C.

DISCUSSION—Professor J. W. Graham, Clarksville, Tennessee; Professor Joseph King, Principal Military Academy, Suffolk, Virginia; Miss L. A. Fields, Atlanta, Georgia; Professor H. E. Chambers, New Orleans, Louisiana.

The railroad fare from any place in the Southern States to Morehead City, N. C., and return, will be only *one first-class fare*, and tickets will be on sale at every important point. No membership fee is added to railroad fare.

The Southern teachers are thoroughly interested in the Association and a great number of the leading educators will be present at the organization at Morehead City, N. C. Every arrangement has been completed for a most profitable and delightful occasion. The meeting and the work will be distinctively Southern and just such a gathering as has long been needed and desired in our Southland.

The "Southern Educational Association" will be controlled wholly by teachers and school officers, and the organization will be under the management of the leading teachers of the South; thus the profession will derive the greatest possible benefits from this organization.

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THE PAST decade of years will show a vast improvement all along the educational line in North Carolina and the South. Let us be encouraged.



# CLASSICAL DEPARTMENT.

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GEO. T. WINSTON, A. M., EDITOR, CHAPEL HILL, N. C.

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NOTE:—*The editor has no connection with the other departments of "The Teacher," nor is he responsible for publications in the Classical Department except over his signature. Books and exchanges for this department should be sent to Chapel Hill, N. C.*

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## DR. ADAMS'S MONOGRAPH ON PREPOSITIONS.

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BY DR. C. R. HARDING, DAVIDSON COLLEGE, N. C.

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Teachers of Greek who, like the writer, have not acquainted themselves with all the manuals of recent years that would prove useful for reference in class-room work, may find it to their interest to send for a copy of Dr. Adams's Monograph on Greek Prepositions published by Appleton. The book is mailed for sixty cents. All who have studied the subject of prepositions at all know in what perplexity one is often involved and how, amid the conflict of authorities, it is in many cases well-nigh impossible to reach any sure conclusion. Dr. Adams is more fortunate and has reached, as he thinks, many sure conclusions, disclaiming, however, any intention of dogmatizing. He merely informs us that his statements may seem dogmatic, but that they are not so at all. It would be indeed comforting if one could only believe this in every case that the author has discussed. But be this as it may, he has unquestionably struck a correct note and offered, though hardly discovering, a key that may unlock a number of secrets. His thesis is, in brief, the local signification of the prepositions the controlling idea throughout their use

and plainly visible even when employed in a transferred and figurative sense. "The Greek Prepositions, suggestive primarily of notions of space, show through all their uses such analogy to the primary meanings as affords aid indispensable to a satisfactory understanding of the language. \* \* \* As the prepositions primarily denote relations of space, we have in these notions, and others which these carry with them, a point of departure—not a working hypothesis awaiting its justification, but a basis of facts settled by common consent: *ana* primarily means *up*, and *kata* *down*; \* \* \* and so of the rest." The subject is handled in an extremely interesting and instructive way, and many of the positions taken are unassailable. Even where one cannot assent to the view held, the thought is always entertaining and suggestive. No attempt is made here at anything like a review of the work, so that the major part of this notice will be directed to the two prepositions first discussed, viz.: *ana* and *kata*. Beginning with the *up* and *down* ideas, the author reminds us that simple motion *upward* involves the notion of a pathless way, an unmeasured way and resistance to a constant force in nature; while motion *downward* is in accord with this force of nature and follows a definite path and to a fixed point.

The change from motion perpendicular to motion horizontal readily suggests itself and so our author (Section 11) remarks, "In the expression, 'He sent the shaft, *kata* stethos' *straight against the breast*,' the character of the act helps us to the meaning as much as the preposition; *kata* suggests a straight motion, as a stone dropped in the air falls straight, and the accusative is the usual case to mark the point where the action terminates." Simple and satisfactory enough is the explanation of phrases like *kata dikaion*, as the transition from *down along* to *according to* is an easy and natural one; but less convincing is that given for *to kath' hautous*: "Cyrus saw that the Greeks



were conquering *all before them*. The picture to the imagination is that of *falling on* the enemy." Nearly all the examples cited by Dr. Adams under the several sections will always square with his theory, but it is a question even then as to whether a more acceptable theory may not be found. So in the phrase to kath' hautous the explanation found in many of the books has much in its favor, viz.: the idea of *down along* readily passing to that of *facing, opposite to*.

And in the following instance is he not too much on the watch for the *new*, so that unnecessarily or rather incorrectly he discards a universally accepted conception (Section 25): "When the Ten Thousand Greeks took service under Cyrus the Younger the expedition was called an *anabasis*, not because they went into a higher country, but they went from their known home to a region unknown. Their return home was, by a like analogy, called *Katabasis*"? Hardly; the true statement, no doubt, is that familiar to us all: the former signifies the *march up* from the coast to the interior and the latter contains the opposing idea, the *march down* from the interior to the sea-coast. And yet Dr. Adams's idea is a thoroughly rational and logical one, but none the less an improbable one.

Again he tells us (Section 27) that *anechein* means to check an action already going on; *e. g.*, Il. 23:426, *anech' hippos*; while *katechein* means *to hold back* from acting at all, Il. 11:702." Why? "When a thing or a creature is quite at rest, its natural state is *down* (*kata*); \* \* \* and to keep it from acting is to *keep* it where it is, that is, *down*, *katechein*. But when a creature acts, whether man or beast, his acting becomes for the time his natural state, and anything contrary or opposed to this finds expression in *ana*, the opposite of *kata*." Is not this touched with fancy? And even if the truth lies in the distinction he draws, we have to compare examples like Hdt. 6:129,

kateiche heouton, which fits our author's definition with one he himself cites for the use of ana, Hdt. 1:42, pollache anischon emeouton, where surely one may insist the sense is that of *holding back from acting*. Does not the English "hold your horse down" and "hold your horse up" throw light on these uses of ana and kata? And compare, too, "*slip up*" and "*slip down*." Again, "anachorein (Section 32) *to go back*. Going back is opposed to the natural instinct, whether bodily or mental. Men and beasts alike are constituted to go forward. To make them go back requires force as truly as it does a falling stone,  
\* \* \* hence ana."

The explanation is not wholly unlike the one found in Harrison's Greek Prepositions: "In some compounds ana has the sense of 'back,' the idea which it conveys being that of something put into a state or having a direction contrary to its actual one, of a state or action reversed and thus restored to its former state." But the point of departure for Dr. Adams is in what follows: "The same sense is seen to belong to kata in some compounds as, 'katienai, to come back again,' 'to return from exile.' It would seem to be due originally to the natural contrast in which the relations of 'up' and 'down' expressed by ana and kata stand to each other, and for the suggestion of which either preposition may suffice without the presence of the other; just as the term white suggests black, and black white, without the opposite term being named. \* \* \* The only difference is, that here the prepositions ana and kata, instead of marking distinctly the notions of 'up' and 'down' as standing opposed to each other, and so retaining their proper sense together with the incidental but obvious suggestion of the contrast of ana with kata and of kata with ana, have lost wholly their proper meaning of the local relations of 'up' and 'down' and retained only the incidental one of contrast or mutual opposition; and



that this idea of contrast \* \* \* originally understood only of ana 'up' with regard to kata 'down,' \* \* \* came to be used with reference to any state or action without regard to its direction or position in space." Following upon this it is found that ana and kata in composition each may express a relation that stands in contrast with that of the simple verb—"back." If we have read Dr. Adams aright, he goes a step further than this: While the ana compounds express resistance, *e. g.*, anachorein as above, the kata compounds denote the coming "back" as in accord with natural forces and causes and with no resistance—katelthein used of an exile coming home.

Section thirty-nine anamanthanein, "The Lex., *to learn again, to inquire closely*, is in error. The word means neither the one nor the other of these. When one examines an ore, without prepossession, and finds successively the minerals it contains, his finding is expressed by anamanthanein; but if starting with the belief or hope that the ore contains gold, he searches and finds that, his finding is expressed by katamanthanein." But does not "*inquire closely*" suit the ana compound in Hdt. 9:101, and does not the connection warrant the belief of "prepossession" here? Was there not a definite point in view during the search? "The battle of Plataea was fought while it was yet early in the day, and that of Mycale toward evening, and that both happened on the same day of the same month, not long afterward became manifest on inquiry." Again, Section 40, somewhat inconsistently Dr. Adams translated Hdt. 1:137 anazeteomena, "if the matter were *searched to the bottom*,"—having just remarked, "if the student be willing for the sake of science to accept a very lowly illustration of anazetein, let him look at the early scavenger bending over a heap of rubbish, book in hand; or rising to the dignity of history"—and then he quotes Hdt. 1:137. But is his case from history at all parallel?—Hdt.: "They say

that no one ever yet killed his own father or mother, but whenever such things have happened they affirm that, if the matter were *searched to the bottom*, they would be found to have been committed, etc." Is not the search directed to a particular discovery, while that of the scavenger is not?

The comparison and illustration of the use of *ana* and *kata* in Sections 16-17 are very happy. Here the author insists on *ana* after certain verbs of motion where the idea is that of resistance and the mastery of it, while *kata* after similar verbs carries the opposite thought of following a natural path; *e. g.*, "Hounds pursued the game through the woods, *choron an' huleenta*; they do not know their path, but find or make it as they go"; but "the horse-tamer compels the wild horses to go along the road, *kath' hodon*."

But Dr. Adams is so wedded to *his* distinction between *ana* and *kata* as always visible that he pushes it to extremes and insists on its existence where very possibly *ana* and *kata* are colorless. Witness the following (Section 19): "Both *ana* and *kata* are used with numerals, but with a difference. *Ana* is used when the numeral denotes a group made up for that occasion only; *kata*, when the numeral denotes a well-known group, as a dozen, a score, the group being thought of as a large unit. Luke 9:14, 'make them sit down *by fifties*, *ana pentekonta*,' because the group was made up for that occasion only; the limit of the group was realized by counting—no one knew where he belonged till he had been counted. But in the *Anab.* we find groups of fifty formed under different circumstances, and for a different end. They were wanted for daily service, were officered and named and were handled like large units. These acted *kata pentekostus*."

In a comparison of this, Luke 9:14, with the parallel passage in Mark (6:40) we find *kata* used: "And he commanded them to make all sit down by companies. \* \* \*



And they sat down in ranks by hundreds and by fifties (kath' hekaton kai kata pentekonta)." Of course it may be contended that the use of kata shows a different conception from that of ana, that the group is looked on as a natural unit and as not made up for this occasion only; but Xen. Anab. ho de treis aphelon tas teleutaias taxeis ana diakosious andras, detaching the three last ranks of three hundred men each—here ana does not refer to any specially formed group; and how again, explain in this way ana pasan hemeren (Hdt. 2: 37), and further Dem. 27: 11, "lent out in sums of (kata) 200 and 300 minæ"? Even if one could find here the *rule*, it would be the rule made for a special occasion: The older explanation is simpler and better: "ana showing, originally at least, the way or direction in which the measure is reached, namely, from below upwards, but being afterward used with the accusative of measure without any reference to the direction in which the measure is reached, just as is the case with kata" [measure being reached in opposite way.] The space allowed this notice is such that but one word can be given to the treatment of epi and sun. Section 55 tells us "Rest, or position *on*, if fixed, or definite, is expressed by the dative—the flesh *on spits*, epi schizes; \* \* \* if the position is indefinite, somewhere upon, movably, or transiently upon, epi is followed by the genitive; \* \* \* 'the men carry burdens *on their heads*, epi ton kephaleon'; 'he danced *on the table*.'" Is this distinction to be relied on? The case is not one so easy of settlement as this would make it appear. Investigations as to the usage in the orators are given as pointing rather to the fact that simple superposition—"upon" is the genitive, and that the dative is not limited to "upon," but denotes less close relations, "at," "by," and the like. The question is hardly settled yet, and our author has drawn his conclusion on too small a basis of facts.

The handling of sun illustrates most forcibly how Dr. Adams has disregarded the question of prose or poetic usage, and the no less important one as to the comparative frequency with which this or that preposition is employed. Under sun and meta no hint is given the student that in good prose (Xenophon as not strictly good but erratic in taste is not counted) sun, except in certain religious phrases and the like, has well-nigh replaced meta. And the same remark in part is true in regard to peri and huper,—no warning as to how huper crowds in on peri in the later classical Greek, say Demosthenes.

But waiving any such just criticism, one would be surprised after reading the positive and seemingly unqualified statements as to the distinction between sun and meta to see how one authority dissents from another. Hear Dr. Adams (Sections 207-8): "In every case, indeed, where there is association, there must be participation in something; those who sit together at table must participate in the common fare. \* \* \* The use of meta or of sun usually determines whether this participation is the leading idea conveyed. Men not only act with (sun), their fellows, but with their own endowments and qualities. Odys. 24: 193, 'a wife *with great virtue*, sun megale arete.' \* \* \* There is nothing necessarily co-ordinate or like, as in the things brought together by meta. Here there may be the widest disparity; men may act 'sun to theo, *with God*,' under His guidance, with His help. With meta, however, the things or persons brought together are so far of a sort that they are capable of participation in something. \* \* \* When Achilles was, meta zonton, *with living men*—shared their lot. \* \* \* Finally we read in Plat. Phæd. of the soul of the good man purified from passions so as forever after truly '*to live with God*, meta theou diagousa,' in the language of the New Testament, to become partaker of the divine nature. We see how widely this differs from the



idea expressed by sun tois theois, and by what steps we have come to the discrimination."

With all this compare the following extract from a note on "meta and sun" by the editor in the *American Journal of Philology* (whole No. 30, pp. 218 ff): "Kruger, as is well known, makes sun connote 'coherence,' meta 'coexistence.' This would make sun the closer, meta the wider notion. \* \* \* According to Kuhner, who follows Hartung, sun denotes the mere combination of things, mere accompaniment, whereas meta everywhere indicates a close connection, an inner community, so that each is part and parcel of the other [so Dr. Adams.] Evidently there is no reconciling such extremes as these. \* \* \* Isaïos 368, sun tautais is followed by meta ton thugateron in precisely the same relation. There is clearly no play for the formula of 'coherence' and 'coexistence,' of 'mere accompaniment' and 'inner community.' The only difference we can discern is that sun tautais is quoted from an old law, \* \* \* meta ton thugateron is the language of Isaïos himself. \* \* \* Here we have, in good Attic time, an apparent indifference in the use which can only be accounted for historically. But all cases are not so simple as that. A synonym may lie dormant through thousands of pages and yet wake up to sting the reader at last. So we are forced to ask ourselves what is the difference between meta and sun, not in Sophocles, who has, to Mommsen's puzzlement (Ant. 115), pollon meth'hoplou xun th' hippokomoy koruthessin; nor in Xenophon, who (An. 2:6, 18) uses meta and sun (meta tes adikias \* \* \* sun to dikaio) in a way that is suggestive of climax, but may be interpreted as indifference; \* \* \* but in an Athenian of the second century after Christ, who emphasizes the distinction with as much certainty as di'hon and di'hon are distinguished in Hebrews 2:10. In his Legatio or Supplicatio (31:157) Athenagoras says pepeismetha

\* \* \* bion heteron biosesthai \* \* \* hos au meta theou kai sun theo \* \* \* menoumen. \* \* \* The context seems to demand that there should be a climax, that meta theou should be nearly equivalent to para theo, 'in God's presence, in Heaven,' while sun theo means 'in the light of His countenance,' just as sun theo would in ordinary parlance mean 'with the blessing of God,' 'by God's help' or 'grace,' a consecrated phrase which survives even where meta has pushed sun out of doors."

Amid such dispute among doctors, one may be pardoned if he does not know with certainty the distinction in meaning (where it exists) between meta and sun.

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THE TIME is coming, and will be here ere long, when there will be no more thought of teaching the *Grammar* of his mother tongue to an English-speaking boy than of teaching him astrology.—*Richard Grant White.*

ENCOURAGE PUPILS to form a mental picture and then question them concerning it. In this way the teacher can aid in making the thoughts vivid; she can thus create a clear thought, which is the foundation of a clear statement. Suppose the teacher has suggested to the pupils to look out in imagination upon a large body of water. She may put to one pupil questions like the following: Over what body of water are you looking? Is the day clear? Does the wind blow? Does it ruffle the water? Does it bring a salty smell? What color is the water? Is it dazzling? What do you see on the water? Is it far off? Is it moved by wind or steam? Why do you think so? The kind and order of the questions will depend upon the answers given. The teacher must correct false notions and see that harmonious ideas are associated.—*Mary V. Lee.*



# EDITORIAL.

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## MORE MISSTATEMENTS CORRECTED.

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Mr. E. C. Branson, of Raleigh, now Superintendent of the public schools at Athens, Georgia, writes in the *Georgia Teacher*, "I see that the County (Farmers') Alliances of North Carolina are calling upon one another to demand that the Legislature abolish the public schools of the State. They are disgusted with the kind of thing they now have in that line." Again, it seems that persons outside of North Carolina know, or think they know, more about the schools of our State than those people have learned who live in the State and are making a constant and careful study of our public schools. We have never heard that the Farmers' Alliances of North Carolina did any such thing as is above stated by Mr. Branson. The Alliance of Pitt county had something to say in regard to division of the public school fund, but it promptly disclaimed any attack which some people tried to suppose it had made upon the public schools. It is to be regretted that a North Carolinian will say or write such things about his mother State, at home or abroad, until he has first taken the trouble to inform himself as to the truth of what he is going to say. The farmers of North Carolina are the very best friends to the public schools of the State. They pay the taxes, support the teachers and furnish the pupils. The State Agent of the Farmers' Alliance, Mr. W. H. Worth, authorizes THE NORTH CAROLINA TEACHER to emphatically deny the truth of the statement that the Alliances of the State have ever recommended, collectively or singly, that the Legislature abolish the public schools.

THE TEACHER is not willing to let the most important and conservative class of our people, the farmers, be so greatly misrepresented. We should not have considered such an absurd statement important enough to notice here but for the fact that it has been given a large circulation by educational and other journals beyond our borders, who know nothing at all about us and will not take the trouble to always tell the truth about North Carolina.

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TEACHER, is there a newspaper published in your county? Yes! Then you ought to be a regular subscriber to it. Even though you cannot afford to pay more than twenty-five cents at a time be sure that you have the newspaper.

SOME PEOPLE in other States seem to take special delight in slandering North Carolina in all her educational matters. We know that this is done in ignorance and envy, and all such slanders will be promptly challenged by THE NORTH CAROLINA TEACHER.

WE WILL NOT mention any of the many high compliments paid to the March number of THE TEACHER, both as to its general appearance and to the contents of each of its departments, for fear that we may be accused of vanity; but we must express our appreciation of all those kind words from friends.

WHY IS IT that some of our North Carolinians, who make public speeches upon education, advise teachers to subscribe for those educational journals which are Northern, and whose editors are known to be the most sectional of men with not a single feeling in sympathy with the South or her institutions? The same speakers denounce sectional school histories, but encourage the journals which are far more sectional and bitter in sentiment. Well, perhaps it was not intended that we should understand the ways of all people.



OVER SIX thousand teachers and school officers now read each number of THE NORTH CAROLINA TEACHER. This is a record unprecedented in the history of educational journalism in this State. A live, bold, independent and fearless journal is receiving its reward of appreciation and support. The extra large edition of the March number of THE TEACHER was exhausted before we had finished mailing our increased regular subscription list, therefore all new subscriptions must begin with the April number. It has been impossible for us to supply the demand for the March number.

THE NORTH CAROLINA TEACHER is not opposed to all forms of picture teaching, nor to the use of them to a very limited extent with the youngest children; but it is so easy for the average teacher to use the picture helps to such an excess as to absolutely and permanently injure the reasoning powers of a child that we believe it is far the better to wholly discard all such temporary aids which may do such harm. Therefore THE TEACHER must say, and continue to say: Do not use the pictures, shoe-pegs, splints, peas, marbles, tooth-picks, nor any such trumpery in your school work.

WE ARE wholly and solely responsible for all editorial articles appearing in this journal. Our opinions concerning persons, methods, books, schools, system, or any other matter, are not in the slightest degree influenced or dictated by any person, "or any other creature," save our own conscience as to our duty to North Carolina and to the true and faithful men and women who are teaching our children. If, in the conscientious discharge of duty to our native State and her teachers, we sometimes are compelled to differ widely from some good men and our friends, and have to correct some of their misstatements and recklessness of speech which tend to degrade our people, we regret it; but we will never hesitate to do our duty, nevertheless.

NORTH CAROLINA deserves, and should receive, great credit for the good work done in her public schools. Our school fund is smaller than that of any other State of equal population; our school terms are consequently short, but the children are as well taught as are those in the country public schools of any Northern State. We have taken the trouble to compare the work of pupils in our public schools with that of children in the average schools of Connecticut and New York, and we found the work of North Carolina children fifty per cent. better than that of many of the pupils of the other States. We expect soon to publish some *fac-similes* of school work from public school children of North Carolina, Connecticut, Massachusetts and New York so that our people may realize the good that our public schools are doing and give them the full credit which is due them.

THE PEOPLE of North Carolina are fast realizing the illegality of permitting Latin and other foreign languages to be taught to a few pupils in the public schools at public expense. The Charlotte School Committee has just ordered that Latin and Greek be taught no more in the graded schools of that city, and that the instruction be confined exclusively to the English branches. That was a wise and proper step. The Raleigh School Board made the same order about a year ago, and at that time it was argued by some enthusiastic persons that it was depriving a great number of children of a classical education. To see how eager the patrons of the graded school were to have their children taught Latin the Board permitted it to be taught in the seventh grade, at the nominal charge of only five dollars per term, to all who desired to study it. The recent report of the superintendent shows that out of an enrollment of two thousand and three hundred children only *seven* cared to study Latin! Thirty-five dollars were received as tuition for this optional study.



WE ARE NOW working upon a trip across the continent by North Carolina teachers. The tour will occupy six weeks' time and the itinerary will include from one to three days at Kansas City, Denver, Omaha, Salt Lake City, Seattle, Tacoma, and the charming Yosemite Valley. A week will be spent in and around San Francisco, and about eight days will be given to the grandest scenery on earth, which is to be found in the Yellowstone National Park, Wyoming. From San Francisco we will go by elegant steamer up the Pacific coast to Portland, Oregon; from there returning home *via* the Northern Pacific Railway. We will have our own special train of four Pullman Sleepers for the entire trip, and every possible comfort and convenience will be provided. The expense of the tour to each person will be much less than that of any other party ever to cross the continent, and the company will be limited and most carefully selected with a view to perfect congeniality throughout. The details of the tour will be announced when completed and no names can be entered for membership until all the plans are fully arranged.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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Mr. J. R. Justice is teaching at Demia, Buncombe county.

Mr. William Ricks is teaching at Fremont, Wayne county.

Mr. Street Brewer has charge of a flourishing school at Hayne, Sampson county.

Mr. E. M. Koonce has a school of forty-seven pupils at Pollokville, Jones county.

Miss Minnie Pepper has a good school, with forty-nine pupils enrolled, at Battleboro, Nash county.

Mr. A. A. Hamlet has a flourishing school at Jupiter, Buncombe county. Sixty-five pupils are enrolled.

Miss Jane E. Weller is teaching Carolina Institute at Nashville, Nash county. Mr. D. L. Ellis is principal.

Miss Hattie McBryde is principal of the high school at Maxton, Robeson county. She is assisted by Misses Fannie McBryde and Maggie White.

Mr. R. S. Moore has an excellent school at North Catawba, Caldwell county. He is one of the most progressive teachers in Western North Carolina.

The Thomasville Female College has been sold by President Rheinhardt to Professor Frank Curtis, of South Carolina. He will take charge of it as president in September.

Mr. L. E. Reaves is one of the young progressive teachers of Harnett county. His post-office is Alasca. We wish him every success in his efforts toward improvement.

Mr. H. L. King is just closing the seventh year of his successful school at Beaver Dam, Buncombe county. He has been a reader of THE TEACHER since its birth seven years ago.

Mr. John W. Starnes, the energetic County Superintendent of Public Instruction of Buncombe county, is doing his level best for his schools, and the results of his good work are already being realized.

Mr. W. R. Johnson closed his school near Windsor, in Bertie county, on March 24th. The school was addressed by the principal and Mr. D. E. Tayloe, Superintendent of Public Instruction of Bertie county.

Rev. W. A. Wilson is principal of a flourishing high school at Franklin, Macon county. He is assisted by Mr. T. C. Reese, M. A., Misses Laura G. Kibbee and Mamie Addington and Professor C. H. Burke.

The teachers of Bertie county, at the close of the Institute, March 29th, organized a Teachers' Council with Mr. P. R. Boggs, President; Mr. J. B. Newton, Vice-President; Mrs. M. F. Gilliam, 2d Vice-President; Miss Etta Maynor, Secretary.

Miss Lucie G. Freeman is teaching a school of sixty pupils at Royal, Franklin county. She would like for some one to write for THE TEACHER a plan to have pupils study in silence without that humming sound so often heard in the school-room.

Mr. H. E. Strudwick, of Auburn, N. C., proposes to take a party to Europe this summer, early in July, visiting England, Scotland, France and Germany. Mr. Strudwick was with the teachers last summer and we know him to be an excellent gentleman and a good traveler. We commend his tour to persons who desire to cross the Atlantic this season.

Messrs. Alfred Williams & Co. offered a prize, consisting of a handsome Boydell edition of Shakespeare's works, for the best poem upon any North Carolina subject. About fifty persons entered the competition and the awarding committee, Mr. W. J. Peele and Miss Eliza Pool, of Raleigh, gave the prize to Mrs. A. W. Curtis, of Raleigh, whose poem was entitled "North Carolina."



The Trustees of Trinity College have decided to remove the institution from its present site and locate it at the enterprising city of Durham. The people of the place, led by Mr. J. S. Carr and Mr. Washington Duke, subscribed about \$150,000 for the college, of which amount over \$100,000 was given by Messrs. Carr and Duke. THE TEACHER congratulates the people of Durham and it wishes the noble old college the very highest prosperity and usefulness.

It may be of interest for the friends of Peace Institute to know that Mrs. James Dinwiddie was born and reared within one mile of the North Carolina line, in Halifax county, Va., on the south of Dan, and was educated in North Carolina by Mrs. and Dr. R. Burwell. Thus the pupil of the elder Mrs. Burwell will be at the head of the domestic department. Mrs. Dinwiddie was Miss Bettie M. Carrington, daughter of Dr. William W. Carrington, of Halifax county, Va.

The Baptist University for Girls, after much discussion of location, is to be established at Raleigh. The first, also the final, decision of the Board of Trustees in the matter has had the unanimous approval of the prominent members and the leading members of the denomination in the State, and the heartiest co-operation will be given in securing a large endowment for the University. It is expected that within a short time after the institution is opened there will be from three to four hundred girls in attendance.

Messrs. Henry Gaze & Son, the well-known tourists, are offering seven excursions to Europe at \$150 and upwards; this to include all expenses of every description, first-class steamers and second-class railway travel. The price is exceedingly low and within the easy reach of most teachers who desire to make an educational trip to Europe. At such a rate and with such good fare it seems even cheaper to travel abroad now-a-days during the summer than to stay at home. We are under special obligations to these gentlemen for many courtesies and pleasant arrangements which they made for our "Teachers' European Party" last summer while in England and France.

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## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do;  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE!

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MISS JEAN C. GALES, a teacher in the Murphey Graded School of Raleigh, was married to Capt. Dallas T. Ward on Wednesday, April 9th, 1890. The ceremony was performed by Rev. M. M. Marshall, D. D., who was chaplain of the Teachers' European Party. Mrs. Ward will continue her work in the school to the end of this term.

MR. E. W. KENNEDAY, Superintendent of Durham Graded School, married Miss Marian S. Fuller, of Durham, on Wednesday, April 16, 1890.

DR. R. H. LEWIS, a member of the Raleigh School Board, married Miss Mary Long Gordon, of Staunton, Virginia, on Wednesday, April 16th, 1890.

MISS HANNAH ATTMORE OLIVER, a teacher in the New Bern Academy, was married to Mr. Benjamin R. Huske, at Christ Church in New Bern, on Wednesday morning, April 16th, 1890. Miss Oliver is familiarly known to her special friends among the teachers as "Shiney."

## AT RECESS.

The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

SMART GIRL—"O, I do like history so much." Teacher—"Indeed! what is your favorite?" Smart Girl—"The discovery of North America by the Indians is so interesting, and they were so far ahead of Columbus that I think they ought to hold the World's Fair in the Indian Territory."

IN A CITY school a teacher, with all the patience and powers of persuasion she could command, was endeavoring to instruct a class about a right angle triangle. After several attempts she called the scholars to account for inattention, with the remark that what she was saying seemed to go in one ear and out the other. Again she repeated her description, following it by asking, "Who can tell what a right angle triangle is?" Up went a hand, and the bright boy to whom it belonged shouted, "Something which goes in one ear and out the other."

BAD PUNCTUATION.—"After him came Lord Salisbury on his head; a white hat on his feet; large but well blacked boots on his brow; a dark cloud in his hand; the unavoidable walking stick in his eyes; a threatening look in gloomy silence."—*Independent*.

A SIXTEEN-YEAR-OLD grammar pupil was asked to make a complex sentence by adding a dependent clause of degree to this: "Vesuvius threw its lava so far." He did it by adding "that she couldn't find it."

"STANDING WITH reluctant feet,  
Where the brook and river meet,"  
Are the pretty graduates sweet;  
In their gowns of silk and satin,  
Getting sheep-skins done in Latin!  
What a dainty beauty show!  
And—Sakes Alive! How much they know?

—*Washington Critic*.



# THE NORTH CAROLINA TEACHER.

VOL. VII.

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NO. 9.

EUGENE G. HARRELL,

Editor.

## THE TEACHER'S TASK.

Yes, sculptor, touch the clay with skill;  
Let lines of beauty curve and flow,  
And shape the marble to thy will,  
While soft-winged fancies come and go—  
Till the stone, vanquished, yield the strife,  
And some fair form awake to life,  
Obedient to thy beckoning hand—  
And thy name ring through all the land!

And painter, wield the brush with care;  
Give firm, true touches, one by one,  
Toil patiently on, nor know despair;  
Open thy whole soul to the sun,  
And give of love's serene repose,  
Till the dull canvas gleams and glows  
With truth and wealth of sentiment,  
And thine own heart shall be content!

But, teacher, mould the tender mind  
With daintier skill, with dearer art,  
All cunning of the books combined  
With wider wisdom of the heart—  
The subtle spell of eyes and voice—  
Till the roused faculties rejoice,  
And the young powers bloom forth and bless  
The world and thine own consciousness!

—*The American.*

# North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

## CHAPTER XII.

### THE WORLD'S CAPITAL.

DISCUSSING LONDON—ST. PAUL'S CATHEDRAL—STROLLING DOWN THE STRAND—WHAT "THE HERALD" SAID—THE IMMENSE ADVERTISING SCHEME—TASTING THE PERIWINKLES—TUSSAUD'S WAX WORKS EXHIBITION—A LITTLE DECEPTION.

"A bright, happy, English 'good-morning' to you all!" said the Secretary as the party assembled at the breakfast table on the morning after our arrival in the great metropolis. "And I hope that you are all well."

"We are all well," replied several members of the company at once, "and a good night's rest has entirely refreshed us after the fatigue of our long but very interesting journey on yesterday."

"How could we be otherwise than well and happy this morning," remarked Miss Siewers, "when we realize that we are in the great city of LONDON, which is so famous alike in song, history and romance?"

"True, indeed," added Professor Winston, "for in this city is concentrated the world's chief interest in the history of modern civilization, and here the teacher may find most interesting and instructive study in all matters that concern races, creeds, institutions, manufactures, culture, arts, sciences and general progress. This great city is indeed worthy of the proud honor of being called the world's capital, for in many respects it surpasses any other city on the globe. It covers an area of near one hundred and



twenty-five square miles; its streets, if laid end to end, would reach from here to Raleigh, North Carolina; it has a population of about five million souls, four times as many people as inhabit the Old North State, and one-twelfth as large a population as that of the United States; and this immense number of human beings includes more Scotchmen than are in Edinburgh, more Irish than are in Dublin, more Jews than are in Palestine, and more Roman Catholics than are in Rome!"

"And, furthermore," added the Secretary, "the fund raised by taxation annually for the city public schools is near five and a half million dollars, or about eleven times as much as we have in the whole State of North Carolina. In the public schools are enrolled over five hundred thousand children."

Thus, discussing the noted characteristics of this wonderful city, we enjoyed with unusual relish our first breakfast in England. The clever and thoughtful manager of the Manchester Hotel had arranged a special private dining-room for our party with tables placed in the most social manner for such a social and congenial company. We noticed that the printed bill of fare was elaborately prepared, also specially for "The North Carolina Teachers."

While we "sat at meat" the information was "passed down the lines" from the Secretary that this would be a "go-as-you-please" day and that we would take a general preliminary tour of the city in small parties and visit but the two or three public buildings which were most convenient, and that on to-morrow at nine o'clock there would be four excursion carriages at the hotel, from Messrs. Henry Gaze & Son for us, and the whole company would take a day of systematic and careful sight-seeing.

This plan was entirely agreeable to all, as almost every one, particularly the ladies, desired to do a little shopping before beginning to "do the city." After a few general

instructions from the Secretary, as to quickly and easily finding the way back to our hotel from any part of the city, "the children" began to form small parties and set out on their explorations, and soon there was not a North Carolina teacher to be found in the Manchester Hotel; and profound and painful silence reigned!

One hundred persons widely scattered over a hundred square miles of land and among five millions of people! It would seem almost impossible ever to find even one of the hundred, and yet it is a strange fact that they met one another many times during that day's ramble, and it really appeared that we never met an omnibus of the hundred thousand that are in the city that we did not see from two to four members of our party riding on top and enjoying the wonders of the grand metropolis!

Saint Paul's Cathedral loomed up proudly quite near our hotel and that imposing and interesting structure became, of course, the great objective point of our first visitation. Therefore, it was not long after our separation at the hotel before we were enjoying a pleasant reunion in this, the most prominent building in London.

There are but two other buildings on earth larger than Saint Paul's Cathedral, and those two are St. Peter's, at Rome, and the Cathedral at Milan. As we stand within the nave of St. Paul's, and look around us and above us, it is hard to realize that there could be a room larger or more imposing.

Sir Christopher Wren was the architect of the Cathedral and Thomas Strong was the master mason, and under the supervision of these two men the entire building was completed. Its cost was near four million dollars; it was commenced in 1675 and thirty-five years had passed before it was completed. The nave, or auditorium, is five hundred feet long, one hundred and eighteen broad, and it is three hundred and sixty-three feet from the floor to the top of



the cross. The room will seat at one time the entire population of two of the largest cities in North Carolina!

"What a magnificent room!" exclaimed each member of our party by turns as we entered the vast enclosure; and some added, in their enthusiasm, "We could easily spend a whole day with delight in glorious St. Paul's!" Truly it is a noble building and well may it occupy the proud distinction of being the crowning glory of the architecture of London, and as we stood within the great structure we were indeed awed by its solemn vastness.

After admiring the beautiful windows, the imposing choir and the handsome chapel we descended to the crypt. In this dismal and silent place rest many of England's distinguished dead, chiefly military or naval heroes.

Among the noted tombs we viewed with special interest those of the Duke of Wellington; Major-General Sir Isaac Broch, who was killed at Queenstown, Canada, in 1812; Lieut.-General John Moore, who was slain at Corunna; Generals Edward Pakenham and Samuel Gibbs, both of whom were killed in the Battle of New Orleans; and Marquis Cornwallis, of Revolutionary fame. Among other noted men who are buried here we saw the tombs of Lord Nelson, Admiral Lord Howe, Admiral Napier, Dr. Samuel Johnson, the lexicographer; Henry Hallam, the historian; John Howard, the philanthropist; Bishop Reginald Heber, Sir Christopher Wren, Sir Joshua Reynolds, Sir Edward Landseer, Benjamin West, Thomas Lawrence and a number of other celebrated painters.

Leaving the crypt and vaults we invested another sixpence and ascended to the Whispering Gallery. This is one of the most remarkable freaks of architecture to be found in the world.

As we passed within the gallery the guard told us to go to the opposite side of the great circular hall and await developments. When we had arrived near the desired

location we suddenly heard somebody say in a whisper, which seemed to be all around us, but yet nowhere in particular, "Take a seat on the long benches against the wall!" We took the seats.

Of course about twenty of our girls and boys were chatting at a lively rate about the strangeness of the thing when we saw the guard put his face to the wall on the other side of the circle, fifty yards away from us, and instantly that same mysterious loud stage whisper said, "Now be perfectly quiet for a moment and listen." We shut up.

The voice continued: "This is the most wonderful whispering gallery in the world. From here to your position it is one hundred and fifty feet in a straight line, and the circle is over four hundred and fifty feet in circumference. A number of suicides have been committed here by persons throwing themselves from the Whispering Gallery to the pavement below. Please pass out now, and don't forget a penny to the man at the door." We passed out and remembered the man at the door, and we concluded that the poor fellows who had committed suicide had done so with the assistance of the guard because they did not have the penny with which to remember him as they passed out the door! We were saved from such a fate.

We had set out with the intention of seeing St. Paul's in full, so we paid another sixpence and ascended to the top of the dome. The magnificent view of the city of London, which we enjoyed from that elevation, amply repaid us for the sixpence invested and for the fatigue in reaching the dome by the narrow, dark, winding stairway. The day was clear, except the light chronic cloud of smoke which enveloped the city but was not heavy enough to greatly obstruct the view.

Upon returning to the earth we realized that so much exertion and grandeur had made us ravenously hungry, so



of course the place then most interesting to us in all Christendom was a good restaurant, and that we found just across the street from the Cathedral. It seems to be well understood in London that every visitor to St. Paul's is sure to come out hungry, and the sagacious Englishmen have provided numbers of restaurants or "grill houses" at most convenient points all around the building.

An ample and enjoyable lunch of bread, butter, fine steak and chocolate cost us but six pence (twelve cents) each and we were so refreshed that we decided to take a long walk down Fleet street and the Strand as far as the National Art Gallery and Trafalgar Square.

This stroll of about one mile occupied near two hours on account of the many new and attractive things to be seen all around us. The shop windows along this great thoroughfare are marvels of interest and ingenuity, and it is impossible to pass any of them without at least a cursory examination. The contents of those show windows are so entirely different from those we see in New York and other American cities that we realize then most fully that we are indeed in a foreign country.

The Strand is always crowded. From almost any point on that famous street there are passing some three thousand vehicles every hour during the day, and they are of every known style and variety, from the neat and active fly to the lumbering and heavily loaded omnibus.

The pavements are also crowded. There are not quite so many people on them as we may see at any time on Broadway, in New York, below the City Hall, nor are these English people moving at such a high pressure rate of speed as the New Yorker, but they seem to have a like determination to "get there all the same." It was a pleasure to watch and study that vast moving throng of humanity which we saw on the Strand that day. "'Twas English you know," and the peculiar characteristics of

"John Bull" could be noticed in each person of that animated human panorama, while occasionally the scene was changed by the entrance of some stray Yankee tourist into the current of the "madding crowd."

In passing on down the Strand we saw many buildings of historic importance, and also the noted Adelphi, Lyceum and Gaiety theatres. There also are the offices of the great metropolitan newspapers, and we stepped into the office of the *New York Herald* and registered our names on the immense book kept there for that purpose.

That gave us the pleasure and privilege of seeing in the evening's edition of the paper that "a party of North Carolina teachers, one hundred in number, are making a most enjoyable vacation visit to the Old World. They are pleasantly and comfortably located in first-class style at the Manchester Hotel, and, being an entirely independent party, they are taking their time in sight-seeing and avoiding all the rush and hurry of ordinary tourists. The company represents the Teachers' Assembly of North Carolina and it is in personal charge of the Secretary and President of that organization. They will spend about a week in London. The party comprises a large number of beautiful Southern girls, typical of that portion of the United States of America. We bid these cultured visitors a cordial welcome to London."

This introduction had the effect of loading our daily mails with every conceivable kind of package from various business houses, containing samples of their goods for sale, from wire-sewed shoes and pieces of sealskin to porous plasters and Irish whisky! Most of the donations were, of course, useless to us, but the two latter named articles of external and internal application did good service in Paris when the water was bad, and during the agonies of seasickness on the homeward voyage.



We were impressed by a marked evidence of journalistic enterprise which we saw on the Strand that day. One of the large metropolitan dailies was advertising some special feature of the edition for next day. To let the hundreds of thousands of people know this he had adopted the "Sandwich Method" of advertising. The "sandwich man" is the poor fellow in large cities who puts his head between the hinges of two immense advertising placards reaching almost to the pavement in front of him and behind him. In this ungainly costume, nothing but his head and two feet in view, he slowly walks the outer edge of the pavement for a whole day in consideration of "one shilling in hand paid."

Even *one* of these walking bulletin boards will always attract your attention. The enterprising *New York Herald* had employed *five hundred* sandwich men and they were placed about fifty feet apart in a line which extended the entire length of the Strand! The line had a kind of steady pendulum motion, swinging about fifty yards one way then every man "about faced" and the line swung the same distance in the opposite direction.

It seemed as if we saw those sandwich men everywhere—on the earth or in the sky. The announcements which they silently proclaimed were read and re-read a thousand times, and even the intense monotony of their silent and continued appearance seemed to yell them into our ears and brain as by a broadside of artillery or the thunderings of an earthquake. If all the people of London felt next day as we felt on that afternoon the sales of the *Herald* must have exhausted an edition of five million copies before breakfast.

"Young ladies," said the Secretary as we came upon a pavement vender's stand near Trafalgar Square, "here is one of the greatest delicacies to be found in all Europe, and I want each one of you to eat some of them."

"What are they?" inquired Miss Willitts. "I don't see anything to eat about here."

"Neither do I," answered several other ladies!

"Now, look here, 'children,'" replied the Secretary, "don't pretend that you can't see this stand just beside us, and that great pile of nice, fresh periwinkles heaped upon it."

"And, bless goodness! what are periwinkles?" was asked, while some of the "children" looked with a shudder upon the uninviting mass alluded to.

"Periwinkles," the Secretary explained, "are sea snails, about the size of a chestnut. They are boiled in fresh water, sold by the pint and are eaten this way." He took one of the snails from the pile, then with a pin he dug into the opening of the shell and caught the occupant by the nape of the neck and pulled it slowly out of the shell and showed it quivering on the end of the pin!

"Ugh! Ugh!" grunted the girls as they saw the operation completed. "Surely, Major, that worm is not to be eaten!"

"Yes, indeed," he replied, "and it is a most delicious morsel" he continued, as he put the so-called "worm" between his teeth.

"Oh horrors!" exclaimed several of the ladies, while one or two added, "but I really want to taste one of the things just to say that I have eaten a snail in Europe."

"That's just what I want you all to do," the Secretary said. "These periwinkles are made to be eaten and everybody over here eats them, and you must have every possible enjoyment which may be derived from the experiences of your European trip. You may eat stranger things than periwinkles," he continued, while extracting one from a shell for Miss Cummings, "while in Paris, so here goes the first snail down the throat of a North Carolina teacher." Its well-known pace did not seem to be accelerated since having been boiled.



Most of the ladies were induced to taste the delicacy, and while they admitted its delightful flavor it must be said that they "did not hanker after them."

The incident, however, seemed to make us all realize that it was near our dinner hour and that we were ravenously hungry. Therefore we hailed an omnibus, and, having seated ourselves on the top so as to get an elevated view of the Strand, we were soon at the door of the Manchester Hotel ready to enjoy the elegant dinner which Mr. Adams had prepared for us.

"Our sight-seeing for this day is not quite over," said the Secretary as we sat at the table. "After dinner we will visit the celebrated Madame Tussaud's Wax-work Exhibition, which is the greatest thing of the kind on the globe. Madame Tussaud began the exhibition here in 1802 and she died in 1850 at the age of ninety. Members of her family still own the collection. I have telephoned the managers and have secured admission for our party at one-half regular price, just a sixpence each."

The whole party wanted to go, so we took the Underground Railway at our corner and were soon astonishing the door-keeper at the Exhibition by the size of the party passing through his gates.

"Which way do we now go?" inquired Mr. Brown of a policeman standing just inside the gates. He failed to get the desired information, for he had addressed simply one of the wax figures! He soon realized his mistake and began to look confused, and it was evident that he was trying to console himself by thinking that nobody saw him address the apparent policeman!

"What an interesting and wonderful place!" exclaimed many of the girls as we entered the immense room brilliantly lighted by electricity, and where we seemed to be surrounded by the royalty, the nobility, the *literati* and all the other distinguished people of the world.

There was a vast number of visitors at the Exhibition that evening and so we were soon lost amid the throng, and every one was fascinated in examining the gorgeously arrayed figures. The figures were so life-like and were standing, sitting and grouped in such natural positions that it was impossible in many instances to distinguish them from the living spectators. We saw many a cordial "good evening" spoken to a deaf and unappreciative wax figure.

It was our pleasure and surprise to meet, in a few moments after our arrival at the Exhibition, two North Carolina friends, Mr. Holt, of Burlington, and Mr. Percy Gray, of Greensboro. There is a peculiar joy experienced in meeting unexpectedly esteemed friends a long ways from home which only those who have tried it can fully appreciate. Home did not seem to be so very far away after seeing these two friends from the Old North State.

Madame Tussaud's unrivaled collection of historical relics and curiosities was as interesting to us as the wonderful wax figures. In the "Napoleon Room" was a very large collection of valuable memorials of the great Emperor. Among them was the traveling carriage in which Napoleon I. rode to Milan as King of Italy. The carriage was captured by the Prussians at Genappe and bought by Madame Tussaud for \$12,500. There were also many suits of his clothes and the little camp bedstead upon which he died at St. Helena. On the bed were the same sheets of white silk which covered him.

These interesting articles told us briefly the sad history of the French people, and the story was still further saddened when in an adjoining room we saw the identical axe of the guillotine which had beheaded two thousand of the people of France in 1793. The dark stains of royal blood were yet upon the blade, while upon pedestals surrounding this murderous steel instrument were the decapitated heads, in wax, of Louis XVI., Marie Antoinette, Madame Roland, Charlotte Corday, Robespierre, the Girondists, and many



victims of the Commune. Truly this was a "Chamber of Horrors."

After carefully looking through the Exhibition we returned to the main room and seated ourselves to enjoy the music by the orchestra and watch the moving mass of people. As we were engaged in this interesting occupation the Secretary beckoned to a waiter standing near ready to serve the visitors with refreshments.

"Waiter," said the Secretary to him as he drew near, "I will give you a shilling if you will go over yonder to the other side of the room and stand for fifteen minutes perfectly motionless between the figures of the Gipsy girl and Mozart."

"I will do it, sir," he promptly replied.

"Now I want you to stand just like a wax figure," continued the Secretary. "Look at me all the time, and when I hold up my hand every few moments you may move a little."

The man went to the place as directed and took the immovable attitude of a wax waiter gazing apparently into vacancy. Hundreds of people stopped before him as they were examining figures along his line, and we could hear such remarks as these: "Oh, look at that figure of a waiter! Isn't it the most natural thing you ever saw?" "How remarkably life-like the skin looks!" "The eyes are the most natural that I ever saw!" "I wonder if Mary saw this figure of the waiter!"

Just then the Secretary would raise his hand and the "figure of the waiter" would perhaps scratch his nose, sneeze, or say to the astounded visitors looking at him, "Can I serve you to lunch?" Thus the spell would be cruelly broken; the visitors would give a hearty laugh and move on, while the waiter assumed a new position for fresh victims to afford new amusement for our party of teachers who were "on to the trick," as we say in America.

[For The North Carolina Teacher.]

## PHONOGRAPHY.

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### SOME TIMELY SUGGESTIONS ON A FINE STUDY FOR TEACHERS.

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BY E. J. FORNEY, RALEIGH, N. C.

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During my brief experience as a stenographer children, boys, girls, men and women, representing possibly as many capacities, capabilities and peculiarities as the kaleidoscope has views, have "just dropped in to find out something about short-hand."

Anticipating the *wants* and *needs* of those interested, and believing that the subject is one growing in interest every day and destined through necessity or demand to occupy the attention very soon of educators generally, the following is gathered from the experience of some of the foremost men in this particular line:

#### TIME REQUIRED.

When the subject of taking up any one study during the school years presents itself to the student the question of time necessary to familiarize one with the principles is not of so much consideration as the benefits to be derived from the training. The study of short-hand has been gaining ground rapidly of late years as a mind trainer, and the old, time-honored Latin, which has held sway in front so long, finds the "mystic art" a rival of no small proportions for first place. Yet, one of the first questions asked by the interested public is, "How long will it take to learn it?"

Mr. Isaac Pitman, who is undoubted authority on the subject, says: "The average amount of time necessary to qualify a tolerably expert writer to follow a speaker at the



rate of one hundred and twenty or one hundred and thirty words per minute is about twelve months, by practicing an hour per day; or six months, with two hours' daily practice. Some have attained this speed in less time, while others require double this amount of practice."

#### LABOR.

Unlike most studies the hand as well as the mind has to undergo the most careful training. The mind will soon learn to act quickly, while the progress on the part of the hand for some time is necessarily slow. The closing up of the chasm existing from the first between the hand and the mind is the great field of labor.

Mr. Pitman says: "When it is considered that the majority of public speakers articulate two or three words every second it must be at once evident that the hand must be well trained and the mind well tutored before the pen can be made to keep pace with the tongue. It will generally be found an easy task to increase the speed from one hundred and twenty to one hundred and forty or one hundred and fifty words per minute, but to go beyond this much labor will be required.

"Two years of constant practice should enable a stenographer to write one hundred and seventy to one hundred and eighty words per minute; but many persons, we believe, could never attain this speed." But why should even this amount of time and labor be for a moment an obstacle in the way of pursuing this study, when the student realizes as he ought to, that he is acquiring a large capital for his life-work and prosperity?

#### EXPENSE.

No branch of study can be compared with this, considering that it is a specialty, as regards little expense. The

whole cost need not exceed \$1; in fact, fifteen cents will procure a complete exposition of the system. Everything spent over this will go towards getting aids, helps, etc., and no branch of study, in my opinion, can offer a more attractive line in this particular, at "starvation prices," than is to be found in Isaac Pitman's publications.

The "Phonetic Teacher," fifteen cents; Key to same, fifteen cents; and Progressive Studies in Phonography, forty cents, are the first books the student should have, after which he can make his own choice of selections according to his needs.

#### SYSTEM.

Too much importance cannot be attached to the selection of a system. The one that can be mastered by the largest number of pupils who take it up should have the precedent, other considerations as regards price of books, extent of literature, etc., being equal. Pitman's phonography to-day has no equal on the globe among the English-speaking people. It enjoys a reputation for legibility, as is evidenced by many assistants being able to read the reporting notes of others, that no other system can rival.

In making the "grafts" upon the original system in the H, W, and Y stems, and a few other minor changes, the American authors have created a sentiment that one shorthand writer's notes cannot be read by another. This sentiment is not altogether without foundation, and is to a large extent peculiar to America alone. Do we not see in this the result of changes incorporated by these gentlemen?

To my personal knowledge the "individuality" of reporters is much more marked in these grafted systems than in the original, and whenever this exists the interchange of notes, as a matter of course, will be obstructed. These individual changes demonstrate the weak points in the system. When changes seem to be necessary from time



to time Mr. I. Pitman issues five hundred advanced copies of his proposed work to the leading stenographers of the country and criticisms and suggestions are invited.

The result of this careful preparation, taking the actual needs of the practical stenographer as the basis, has given to the world a system of short-hand so perfect that the "individuality" need not and does not enter to any extent.

Phonography was destined to become a popular means of communication, and it is fast taking that shape in England to-day, where ninety-five per cent. of the writers use Pitman's style, but in America, owing to the "grafts," this idea is precluded at present, and will continue to be as long as every country cross-road gives birth to an "improved" system, the author of which hopes to make a competency out of the sale of the books.

Up to 1888 1,220,000 copies of "The Teacher" had been issued, and the yearly sale of this little work now reaches 250,000 copies. A sixteen-page short-hand weekly has a circulation of 25,000. This illustrates in a rough measure the extent of its popularity. The literature in this system is extensive and cheap, while the American literature is very contracted and high. The writer has no hobby to ride.

Had some good Samaritan passed my way before taking up one of the American systems with only three books, much time would have been saved. I want to prevent you from making the same mistake.

#### VALUE TO TEACHERS.

So apparent must be the importance of a rapid means of writing that it is needless for me to enlarge on this head. The young teacher, however, had better take warning. Phonography is going to be taught in our schools before

many years as one of the regular branches (the sooner the better), and if you are not prepared to teach it there is but one destiny before you.

#### GROWING DEMAND FOR STENOGRAPHERS.

From all avenues of commercial activity comes this demand. It is being catered to, however, in the majority of the cases not by our boys and girls, but by the Northern youths. Within the last year the filling of a dozen positions with stenographers has come under my notice. Nine of them went to the North and three to the South. Is this not a reproach to our young people? It will continue until we provide means for its general introduction into our schools.

All the higher schools in this State should open a class next term in phonography, and it can be done if a little inducement on the part of the principals would be given the young assistants to take up the study. It can be mastered sufficiently for teaching between now and then.

How many will be willing, like Dickens, to regard this as a forest of difficulties created alone for your axe, the chopping down of which must begin at once? If teachers or pupils, who contemplate taking up the study, will write to me I will cheerfully send them free a little book which will give them full information.

#### WENTWORTH'S PRIMARY ARITHMETIC.

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*Editor The North Carolina Teacher:*

DEAR SIR:—We feel indebted to the "Father" who recently attacked Wentworth's Primary Arithmetic in THE NORTH CAROLINA TEACHER, for his letter was itself evidence that he was entirely out of sympathy with the most



approved methods, as they are now followed, and even with the principles underlying the most approved methods of primary instruction in general; and, consequently, that his condemnation of the book must prove a recommendation to the progressive teachers of the South.

As for the use of pictures and illustrations in this Primary Arithmetic, of which we are glad to say there are hundreds, we would merely remark that, as we suppose all agree, instruction in arithmetic ought really to begin with objects, and that where free and constant use of objects is, on account of practical difficulties, impossible, life-like illustrations are the best—in fact, the necessary substitute.

The writer of the article criticises the book as trying to the eyes. We only wish that every one could see the book for himself. A finer specimen of typographic art can hardly be found, we might say cannot be found, among elementary mathematical text-books. Small pica type of the clearest cut style can hardly be considered trying to the eye. He calls particular attention to strokes or sticks as likely to prove injurious, but we fail to see how plain black marks a quarter of an inch in length can be hard for children to see.

The solitary adverse review, so far as we know, which the papers made upon the book has somehow drifted into the possession of your contributor. It is enough to remark that it was a solitary case, that it was not in an educational paper at all, and that, as we are informed, it was written by one who, like the contributor himself, had been brought up on methods now out of date, and who reasoned that what was good enough for the fathers would be good enough for the children—a principle not generally accepted in American schools.

We will not, however, take any more of your space. Our object in writing is not to refute the "Father"—that he has done himself as we have pointed out—but rather to

bring his article to its legitimate conclusion and to point the moral of what he has said for an endorsement of our book.

Very truly yours,

GINN & COMPANY.

BOSTON, MASS., May 1st, 1890.

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[For The North Carolina Teacher.]

## A STUDY OF PLANTS IN THE GARDEN AND FIELD.

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### INTRODUCTORY.

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BY PROF. JOSEPH A. HOLMES, UNIVERSITY NORTH CAROLINA.

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I presume that every intelligent person will admit that the development of a child's powers of observation is an important part of its education, but that it is generally left to take care of itself; and as a result "such faculties lie dormant with those who naturally possess them in a high degree, and are never developed by training in those who possess them in a low degree."

Most people make very little use of their eyes. They go through the world observing only what others place before them, seeing only what others tell them to see, and seeing that "through a glass, darkly."

For this defect in our system of education, which has so long existed that it now seems a defect in our nature, there is no sovereign remedy. But there is much that can be done which will be helpful in this direction. To this end I desire to urge upon the attention of my fellow-teachers in North Carolina the importance of the study of Natural History as a means of training a child's faculties of observation and strengthening its reasoning powers. And, I hope, the notes given in the following pages will be found



to contain some suggestions which will prove useful to at least a few teachers who may be induced to adopt them.

In teaching young children all instruction in Natural History should be oral. It should be varied, simple, unsystematic, irregular, and as unlike studying as possible. It should never go beyond the child's interest in the objects to be studied, but should follow as well as lead from one thing to another.

With more advanced pupils, ten to fifteen years old, the instructor should be more regular, more systematic, leading somewhat more into the technicalities of the science, though the teacher should not carry the use of technicalities further than the interest of the pupil will admit of. And under no circumstances should a book of technicalities be allowed to come between the pupil and the object to be studied. Pupils should always be taught the proper names of the parts of plants, but if these names are given to them orally, and as the need for them is felt, such names will not be regarded as technicalities. I am aware of two difficulties which seem to stand in the way of the introduction of this kind of instruction into our public schools. Our teachers are already overcrowded with work, and very few of them have ever really studied in any department of Natural History. But I do not regard these difficulties as insurmountable. The instruction proposed in the following pages will require very little additional time or labor on the part of the teacher, nor is it essential that he know the technical name of a single plant. I feel assured as to the success of any intelligent teacher who takes hold of the subject in the proper spirit. The following small and inexpensive books will be found useful as helps to the teacher:

“Gray's Lessons in Botany” (revised edition). Published by Iverson, Blakeman & Co., New York, 1887.

“Lessons in Elementary Botany.” By Daniel Oliver. Published by MacMillan & Co., New York, 1878. Price, \$1.10.

“Concerning a few Common Plants.” By Y. S. Goodale. Published by Ginn & Co., Boston, 1879. Price, 30 cents.

I. *Seeds and their growth into plants.*

In the spring-time, when the planting season for garden and field is at hand, it will be an easy matter to awaken a new interest among children concerning seeds and their growth into plants. The following plan may be varied to suit the teacher, pupils and surrounding circumstances. As far as possible each child in the class should take part in the work and be made to feel that it is helping to make some discovery.

The following materials will be needed in these experiments:

Two dozen or more for each pupil of each of the following kinds of seed: Common garden bean (any large variety), garden pea, squash or pumpkin, corn, cotton, morning glory and flax. Small wooden boxes—cigar boxes answer very well—or flower pots or dishes of some kind, filled with clean sand to a depth of two or three inches. Each pupil should have one or more boxes. Ordinary river sand will answer the purpose, but should be washed clean. Or, if this is not easily obtained, sandy soil may be used.

It has generally been found better to begin by taking at first only one kind of seed, say the bean, and, after observing how this begins its early growth, others may be planted for comparison with it.

(1). Accordingly, let each pupil place a box, as described above, near a window of the school-room, or some place where the soil will be kept warm by the sun, and then let them plant three or four beans in one portion of the sand, about one-half inch deep. The children should see that the sand or soil in their boxes is kept moist by occasional



watering. Within a few days after the first planting the sprouting of these seeds will have begun, and three or four additional beans should be planted in another part of the same box; and when this second lot has sprouted and the little plants appear above the surface, a third lot of three or four seed may be planted in still another part of the same box. When these last seeds have begun sprouting a fourth lot of three or four for each pupil should be soaked in water for twenty-four hours so as to soften them.

By this time the seeds first planted will have grown to be young plants (seedlings) several inches in height, and all of the seedlings and seeds may now be taken up for comparison with one another. The pupil should place separate lots on his desk in regular order, so that he will have at one side of the desk all the seedlings of the first planting, and on the other side the seeds to which nothing has been done except to soak them in water. Each pupil should now be allowed to examine and compare the specimens of the several lots—at first pretty much in his own way. The teacher should tell the pupils nothing in advance, but by a judicious questioning they can be led on to discover for themselves facts of interest and importance.

Commencing with the largest seedlings and comparing with these those next smaller successively, and then with the seeds the pupils will soon find that the seed itself contains a plant in miniature (an infant plant), which grows into a larger plant when placed in a warm and moist soil. They will observe further that in the oldest seedlings the halves of the seed (seed-leaves or cotyledon) still stick to the plant, but that they are soft and spongy. Those on the next younger seedlings are less spongy and heavier; and those of the last planting are nearly or quite as firm, compact and heavy as those of the fresh seeds.

By judicious questions and further experiments, if necessary, the pupil can be brought to discover that in its early

growth the young plant feeds upon and takes into itself the materials that were stored up in these seed-leaves; and these latter become light and spongy as the young plant grows. The pupil can test this last mentioned fact further by cutting off the seed-leaves, in a few cases, just after the seeds have sprouted, and observing whether these plants grow as others not so treated.

By way of varying the above experiment, it may be well to have one or more pupils plant seeds at different depths, from the surface to a depth of several inches; let another plant seeds in sand that is kept dry all the while; and let one or more see how long their bean plants will continue to grow in clean sand, if kept watered. And the experiment may be further varied by having two or more pupils suspend, by means of a string or piece of perforated cork or cardboard, several recently sprouted beans, at or just above the surface of the water, in a glass jar. In a few days the character and growth of the roots can be satisfactorily observed.

(2). Having thus carefully studied the bean and how it grows into a plant the pupils are now ready to make a comparative study of other seeds and seedlings. With this in view, using the same boxes and sand as before,\* they should plant on the same day three or four of each of as many of the above-named seed as may be obtainable. The larger seed should be planted one-half inch deep, the smaller ones nearer the surface. The sand should be kept moist as before.

As soon as any of the seeds have sprouted, a second lot, three or four of each kind, should be planted in the boxes, and when these latter have sprouted, a third lot should be planted, and the sand of the boxes should be kept watered.

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\*Or to vary the experiment these seeds may be planted in small squares—one for each pupil—in a garden near the school.



When the lot last sown has sprouted all of the seeds and seedlings may then be taken up and spread out on the tables or desks for comparison with one another and also with the bean, previously studied. The comparisons should be made by the pupils themselves, the teacher only leading on by questions. But these questions should be sufficiently searching to insure thorough work by each pupil. The work may be varied in any way that may prove helpful in keeping up the interest of the pupils.

It will be well if each pupil can be induced also to plant in a little garden of his own at home a half dozen or more seed of each kind mentioned, on the same day as the planting at the school. In this way he will be able to make comparisons as to the rate of growth at the two places; and the plants in his garden can be allowed to grow to maturity for purposes of further study, as may be described later.

The pupil might plant here as many other varieties of seed as he may choose, and compare them as they germinate and grow. In a few weeks' time a class of children may thus come to learn as much about seeds and seedlings as their fathers have learned through years of experience.

The teacher will probably find that even some children have so exaggerated a notion as to the value of their time and thought that the study of seeds and their growth into plants will seem to them of little importance. All children should be led to see the importance of every subject studied; and in this case they should be led to realize that every seed, however small, contains within itself a portion of the life which seemed to pass into nothing when the plant that bore it died; and that but for this wonderful provision of Nature, by which small portions of life are stored up in seeds for future development and growth, there would be to-day no plants and hence no animals on the earth.

## SOUTHERN EDUCATIONAL ASSOCIATION.

The editor is busy attending to a heavy correspondence in connection with the "Southern Educational Association," which meets at Morehead City, N. C., July 1—5, just at the close of the session of the Teachers' Assembly.

This is a most timely gathering of leading teachers throughout the South for consultation. There are many important matters now confronting the Southern teacher which demand prompt and most careful consideration. The South fully realizes this and her teachers will gather in full force at Morehead City from all the States of our Southland to confer together for the advancement of the cause of popular and special education in the South.

This meeting will be composed wholly of *Southern* teachers, those who have an interest in the South and who hold Southern views, who have an abiding faith in Southern institutions and Southern people, and who are in thorough sympathy with one another in all educational matters under consideration.

This is an organization that the South has long wanted and needed, and it will be of incalculable benefit to our educational systems, public and private. The meeting will be eminently successful and enjoyable and the schools of our beloved land will catch a new inspiration and enthusiasm from this great gathering of the brotherhood.

All railroads in the South will give the Association a half-rate fare to Morehead City; and the Atlantic Hotel also gives half-rate of board, only \$1.25 per day. Write to Messrs. Foster Bros., Atlantic Hotel, Morehead City, N. C., for any information you may desire as to rooms.

Complete programme of the session may be obtained of Prof. J. H. Shinn, Little Rock, Arkansas, or of Eugene G. Harrell, Raleigh, N. C.



# NORTH CAROLINA TEACHERS' ASSEMBLY.

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ORGANIZATION FOR 1889-'90.

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## OFFICERS:

|                               |           |                   |
|-------------------------------|-----------|-------------------|
| HENRY LOUIS SMITH, President, | . . . . . | Davidson College. |
| HUGH MORSON, Treasurer,       | . . . . . | Raleigh.          |
| EUGENE G. HARRELL, Secretary, | . . . . . | Raleigh.          |

## VICE-PRESIDENTS.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. J. Y. Joyner, Goldsboro.        | 5. Rev. J. F. Crowell, Trinity Col. |
| 2. Rev. W. R. Atkinson, Charlotte. | 6. Hon. S. M. Finger, Raleigh.      |
| 3. Rev. T. M. Jones, Greensboro.   | 7. Rev. C. E. Taylor, Wake Forest.  |
| 4. J. A. Holt, Oak Ridge.          | 8. Rev. J. W. Woody, New Garden.    |
| 9. M. C. S. Noble, Wilmington.     |                                     |

## EXECUTIVE COMMITTEE.

|  |                              |
|--|------------------------------|
| Henry Louis Smith, Chairman ( <i>ex officio</i> ), Davidson College. |                              |
| Eugene G. Harrell, Secretary ( <i>ex officio</i> ), Raleigh.         |                              |
| Chas. D. McIver, Raleigh.  | P. P. Claxton, Asheville.    |
| Geo. T. Winston, Chapel Hill.  | D. L. Ellis, Nashville.      |
| A. C. Davis, LaGrange.   | R. H. Lewis, Hendersonville. |
| W. L. Poteat, Wake Forest.   |                              |

## COUNSELORS.

Each County Superintendent in North Carolina.

## SEVENTH ANNUAL SESSION.

In the Assembly Building, at Morehead City, N. C., June 17 to 30, 1890.

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## ASSEMBLY NOTES.

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HAVE YOU procured your Certificate of Membership for this session of the Assembly?

LOOK OVER the splendid programme very carefully and you will realize what an intellectual feast the Assembly has prepared for you in the work of this session.

THE SECRETARY will be glad to send copies of the Programme to any of your friends if you will furnish the addresses on a postal card.

MESSRS. JAMES W. QUEEN & Co., Philadelphia, manufacturers of optical instruments, have very kindly furnished the Assembly a fine compound microscope for use of the Natural Science Department during this session.

HOW THESE long, hot and sultry summer days make the tired teacher long for the physical rest and recuperation and the intellectual delights of the Assembly and the Atlantic surf and breezes!

RALEIGH WILL be represented at the Assembly by over two hundred of her best people; and every other city in the State will likewise have present a fine delegation of ladies and gentlemen.

THE ASSEMBLY will issue diplomas of merit to worthy articles exhibited in the Educational Exposition at Morehead City. These diplomas will be of great value to manufacturers of school furniture and aids in teaching.

FRIENDS OF education may also enjoy the privileges and delights of the Assembly upon same terms as the teachers. When you read this paragraph please give the information to your friends who want to be with you at Morehead.

MESSRS. ALFRED WILLIAMS & Co. will present a handsome set of Walter Scott's Works complete, bound in half-morocco, twelve volumes, price \$45, for the best picture in crayon or oil by a pupil of any school for girls. The picture must be exhibited in the Exposition at Morehead City, June 17—30.

THE FIRST donations to the Teachers' Assembly Library comprise a number of valuable books for the Natural Science Department. These works will be of great assistance to the Sea Club in its study and investigations during the sessions of the Assembly. The publishers who made



these donations are Houghton, Mifflin & Co., Boston; J. B. Lippincott & Co., Philadelphia; Alfred Williams & Co., Raleigh; Henry Holt & Co., New York; Harper & Bros., New York; D. Appleton & Co., New York; Jno. W. Lovell & Co., New York.

SCHOOL BOARDS and other school officers should make known their wants for next year to the Assembly Bureau, which will furnish the best teachers in North Carolina free of charge to North Carolina schools. Let all in want of teachers write to Mr. D. L. Ellis, Nashville, N. C., who will put them in communication with teachers.

"A MOONLIGHT sail on the sound!"—What can be more delightful? "Soft crabs!"—What dish is more enjoyable? "Trolling for blue-fish and Spanish mackerel!"—Can anything be more fascinating? "Surf-bathing!"—What is more exciting and exhilarating? These are some of the daily amusements and pleasures in which the Assembly will indulge at this session.

GO TO YOUR railroad agent and see if he has received proper instructions from the officials concerning the Teachers' Assembly tickets. If he has not yet been instructed please let the Secretary, at Raleigh, know it at once by letter or telegraph. All the railroad companies are exceedingly clever and accommodating to the Assembly, but in the magnitude of their business important matters may be sometimes overlooked.

ALL ARTICLES for the Educational Exposition should be shipped not later than June 1st to "Morehead City, N. C., care of E. G. Harrell, Secretary." Everything will be safely stored in the Assembly Building until arranged for the exhibit. There is no charge for space in the Exposition and every aid will be rendered those who arrange the displays. This splendid exhibit of the very best of school furniture, supplies, books, journals, and all modern helps

in successful teaching, and the work of pupils in prominent educational institutions in North Carolina, will be exceedingly interesting and valuable to you. A few days of careful inspection of this department of the Assembly will give you many new suggestions, which will add both to your efficiency and success in teaching. This is but the beginning of a complete annual exposition of educational work which the Assembly is preparing in the scope of its work. North Carolina must keep ahead.

IN ADDITION to the declamation contest for the Demorest Silver Medal, on June 22d, there will also be a contest for the "Gold Medal." All young people who have won a silver medal may enter this contest for the gold one, and those who desire to compete are requested to send their names to the Secretary at once. This will be an exceedingly interesting occasion and Governor Fowle will present the medals to the successful competitors. The boys or girls who win these medals may well be proud of them for a life-time.

"KATE FIELDS to be at the Teachers' Assembly!" Yes, the Secretary has been so fortunate as to secure an engagement from this celebrated woman for an evening lecture at the Assembly on June 20th. Kate Fields is editor of *Kate Fields' Washington* and she occupies the proud position of being "the very brainiest woman in the United States." Her lecture, "A Day with Charles Dickens," will be one of the most delightful literary feasts that has ever been provided for the people of North Carolina. She is a brilliant, audacious, aggressive and handsome woman, who talks in a clear, caustic style, and with a smile on her lips even when dealing the most cutting blows. She is a curious mixture of diplomacy and fearlessness and is as charming in social life as she is fascinating on the platform.



## SEVENTH ANNUAL SESSION.

## THE ASSEMBLY.

THE Seventh Annual Session of the NORTH CAROLINA TEACHERS' ASSEMBLY will convene in the Teachers' Assembly Building at Morehead City, N. C., on Tuesday, June 17th, and close on Monday, June 30th, 1890.

All trains in the State will provide special cars on June 17th for the ample accommodation of the teachers and friends of education. Your local railroad agent will inform you as to the best route and also what time to leave home in order to reach Goldsboro by 3:30 o'clock to make connection with the Atlantic & North Carolina train for Morehead City. You will arrive at the Atlantic Hotel about 8 o'clock P. M., where supper and your room will be awaiting you, both of which a pleasant journey and a delightful, refreshing and invigorating sea-breeze will have prepared you to fully enjoy. Arrangements are made for checking all baggage "through to Morehead City," and you should insist that your local railroad agent does this; then you will have no trouble in transferring.

The special "Assembly Train" will run through from Asheville to Morehead City on June 17th, and the regular exercises of the session will begin at 10:30 o'clock A. M. on June 18th. The Assembly ticket will be on sale from June 15th to 30th, and may be used on any train going to Morehead City until June 30th.

## MEMBERSHIP.

ALL Teachers, public or private, and all friends of education, who are socially acceptable, may become members of the Teachers' Assembly upon payment of the required fee, \$2 for males and \$1 for females. A certificate is furnished to each member when the fee is paid, and only upon this Certificate of Membership can all the privileges and special reductions be secured. The same amount is to be paid annually as dues so long as membership is desired and continued, and a new certificate will be furnished each year. There are no extra charges for any lectures or other exercises of the Assembly, all the work being entirely free to members.

These fees are annually due alike by officers and all other members of the Assembly. When applying for first membership it is necessary for applicant to send with the fee, to the Secretary, a recommendation from a County Superintendent or other member of the organization. It is intended by this regulation that any and all friends of education may enjoy the privileges and delights of the great annual gathering of the teachers.

The Certificate of Membership entitles the holder to all reductions in railroad and hotel rates and admission to all exercises and entertainments of the session of the Assembly. Show the Certificate to the railroad

agent when you want the Assembly ticket, and also show it to the Clerk of the Atlantic Hotel when you settle your bill to secure the Assembly rates.

#### EXPENSES.

BY the liberality of railroad officials and the proprietors of the Atlantic Hotel the expense of this most delightful social and professional annual reunion has been reduced to a very small amount. It is 100 miles from Goldsboro to Morehead City; add to this the distance you are from Goldsboro and estimate your railroad ticket at *one and a half cents per mile each way*. If you reside more than 200 miles from Morehead City the rate will be some lower. "The Assembly Ticket" is good for six weeks and allows stopping over anywhere on returning. The Atlantic Hotel charges the Teachers' Assembly only \$1 per day for board, and as good accommodations and fare are furnished as can be obtained at any summer resort in America. By these great reductions given to the members the average total expense of travel and board for the entire session of the Assembly for two weeks need not exceed \$20, and even this small sum provides for a reasonable amount of sailing, fishing and bathing. Thus every teacher can well afford the trip, as the benefits, both physical and intellectual, far outweigh the small expense incurred.

At least ten days before the Assembly meets it would be well for you to visit your railroad agent and see that he has full and proper instructions in regard to the teachers' tickets, so there will be no trouble in securing the special Assembly rates. If your agent has not at that time received the necessary instructions, please let the Secretary at Raleigh know it at once, so that the matter may be arranged.

#### THE ATLANTIC HOTEL.

THE immense Atlantic Hotel, which is to be the home of the teachers and their friends during the session of the Assembly, is sufficient to accommodate over twelve hundred guests at one time. All rooms are comfortably furnished new throughout and well supplied with all modern conveniences—water, gas, electric call in every room, and baths on every floor. The dining-room has been enlarged, and the table will be of superior excellence, all the delicacies from the sea being furnished in abundance, and no efforts will be spared in trying to please every guest. There are ticket, telegraph and post-offices in the building for the further convenience of guests.

The Atlantic Hotel property is now owned by a syndicate of wealthy North Carolina gentlemen. Messrs. Foster Bros., of Raleigh, N. C., are managers of the Hotel during this season. These gentlemen are well known throughout the country as among the best of hotel proprietors and they need no better introduction to our people.



## OUR ASSEMBLY BUILDING.

ALL the daily sessions will be held in the handsome building which is the exclusive property of THE NORTH CAROLINA TEACHERS' ASSEMBLY. Our "Teachers' Assembly Building" is one of the handsomest structures of the kind in the country, beautiful in shape and design, excellent in finish, commodious and comfortable in all its appointments. The building is 42 x 100 feet in size, two stories high, and the Assembly Hall is 41 x 80 feet, fifteen feet pitch, well lighted and ventilated, and will comfortably seat twelve hundred people. It is amply provided with blackboards, maps, charts, globes and all other requisites of thorough educational work, and is perfectly private from any and all interruptions. There are well arranged and convenient special rooms for the Officers, Library and Reading-room, Committees, Visiting Editors, and also Educational Exhibits of every description. The whole building is supplied with gas and water. It is beautifully situated by the Sound and may be reached from the Atlantic Hotel by a covered walk-way in case of rain. This elegant structure is an honor to the State, the pride of the profession, and an ornament to our "Summer Educational Capital by the Sea."

## EDUCATIONAL EXPOSITION.

ONE of the most interesting and valuable features of the Assembly work this session will be the "Southern Educational Exposition." The exhibit will be held in the ten rooms on first floor of the Assembly Building; it will open on June 17th and continue for three weeks. The display will include every department of school work, books and educational apparatus from leading manufacturers and publishers throughout the country, with Fine Art exhibits from the principal female schools of the State.

## THE PROGRAMME.

THE various committees have worked hard to make the programme for the coming session even better and more interesting than any preceding one. There will be no day which is not of special importance and value to teachers and interesting to every friend of education. Make your arrangements so as to go to Morehead City on the first day of the session and remain to its close and you will be many times repaid for the very slight expense incurred.

Examine the programme carefully and go to the Assembly prepared not only to enjoy everything, but also to take part in the discussions upon the various subjects under consideration.

If you are a musician, or a music teacher, carry your books with you and be ready to contribute of your talent to the general pleasure of the Assembly.

A handsome Grand Piano has been placed in the Assembly Hall by Mr. E. M. Andrews, dealer in pianos and organs, of Charlotte, N. C., for the exclusive use of the Assembly during the session.

## REGULAR WORK.

THE daily sessions will convene at 10:30 o'clock A. M. and adjourn at 1 o'clock, the first hour being given to the consideration of regular business and reports of special committees. Full and free discussion by members of the Assembly is invited upon all questions under consideration.

The business sessions each day will work according to the following Order of Exercises:

1. Reports of Special and Standing Committees.
2. Reading of Resolutions and Communications.
3. Unfinished Business.
4. New and Miscellaneous Business.

## PROGRAMME.

*Tuesday, June 17th.*

ASSEMBLY trains from all parts of the State will make close connection with the Atlantic & North Carolina Railroad at Goldsboro, *en route* for Morehead City, N. C.

Will arrive at the Atlantic Hotel at 7:45 P. M., in time for supper.

*Wednesday, June 18th.*

*9:30 A. M.*

The "Model Country School" will be regularly opened with twenty little children, and the work for the "First Day in School" will be illustrated by Miss Nannie Y. Burke, of Taylorsville, and Miss Mary V. Marsh, of Raleigh.

The "Model School" will be held each day from 9:30 to 10:30 A. M., and the most practical methods for village and country schools will be thoroughly exemplified and illustrated by actual work. The room will be furnished with the celebrated "Soper School Desk" by Messrs. Bartlett, Hayward & Co., Baltimore.

The pupils of the school will be Misses Mary Bell, Janie Lee, Bettie Davis, Maggie Styron, Olive Bell, Mary Lee, Lillie Fulford, Lizzie Davis, Eudora Wallace, Fannie Balkin, Sudie Chadwick, Gertie Dill, Georgia Wade, Beulah Swindell, Eunice Swindell, Nora Willis; Masters Junius Chadwick, Johnnie Willis, Charlie Webb, Harry Webb; all of Morehead City, N. C.

*10:30 A. M.*

ADDRESS BY HON. DANIEL G. FOWLE, GOVERNOR OF  
NORTH CAROLINA.

*3:30 P. M.*

Complimentary sail to the Assembly by the boatmen of Morehead City and Beaufort.

The *Sea Club*, under the leadership of Professors W. L. Poteat and Joseph A. Holmes, will collect material and specimens for study during the Assembly.



8:30 P. M.

OPENING OF THE SEVENTH ANNUAL SESSION OF THE ASSEMBLY.

ANNUAL ADDRESS—Professor Henry Louis Smith, President, Davidson College, N. C.

Thursday, June 19th.

10:30 A. M.

"CLASSICAL DAY."

Discussion led by Professor James H. Horner, Oxford; Professor Hugh Morson, Raleigh; Dr. G. W. Manly, Wake Forest; Professor Geo. T. Winston, University North Carolina; Col. W. J. Martin, Davidson College, N. C.; Professor E. Alexander, University North Carolina.

8:30 P. M.

A VINDICATION OF THE POSTPONEMENT BY NORTH CAROLINA OF THE RATIFICATION OF THE FEDERAL CONSTITUTION—Hon. Kemp P. Battle, J.L. D., President University North Carolina.

Friday, June 20th.

10:30 A. M.

"VILLAGE AND COUNTRY SCHOOL DAY."

Exercises and discussions arranged by Mr. James P. Cook, Concord, N. C., and Professor W. V. Savage, Henderson, N. C.

WANTED—A TEACHER—Address by Prof. E. E. Britton, Mt. Olive, N. C.

MUSIC IN THE SCHOOL-ROOM—Professor C. R. Bill, Boston, Massachusetts, and Miss Annie Simpson, Raleigh, N. C. Professor Bill and Miss Simpson will conduct a course in Vocal Music during the session of the Assembly, using the National Music Charts.

THE PHONOGRAPH AND GRAPHOPHONE—An exhibition of these two most wonderful instruments of this century. To examine these marvelous inventions is the ambition of every person who has heard of their mysterious powers. The exhibit will be conducted by Mr. Burke Bunch, of Raleigh.

8:30 P. M.

"AN EVENING WITH CHARLES DICKENS."

LECTURE—Miss Kate Field (Editor of "Kate Field's Washington"), Washington, D. C.

Saturday, June 21st.

REST AND RECREATION.

Visiting the Light-house, Fort Macon, Beaufort, the Surf-bathing, and other points of interest in and around Morehead City.

8:30 P. M.

ADDRESS—Professor James Dinwiddie, President Peace Institute, Raleigh, N. C.

Sunday, June 22d.

11 A. M.

SERMON—Rev. J. W. Carter, D. D., Raleigh.

8:30 P. M.

COMPETITIVE DECLAMATION FOR "DEMOREST MEDAL."

By ten boys and girls under 16 years of age. Medal presented by Gov. D. G. Fowle.

The Song Service, morning and evening, will be led by CAPT. FRANK CUNNINGHAM, of Richmond, in a number of his choicest solos.

*Monday, June 23d.*

*10:30 A. M.*

"MODERN LANGUAGE AND LITERATURE DAY."

*Modern Language Association.*

ENGLISH ETYMOLOGY AND THE FORMING OF A VOCABULARY—Prof. G. A. Wauchope, Ph. D., Horner School, Oxford.

THE LANGUAGE OF THE ENGLISH BIBLE—Prof. Geo. S. Wills, Oak Ridge Institute.

SPELLING REFORM—Prof. Robt. Davis, Guilford College.

DEPARTMENT OF LITERATURE.

SHAKSPERIAN ILLUSTRATIONS OF ENGLISH HISTORY—Dr. Thomas Hume, University of North Carolina.

EARLY ENGLISH LITERATURE—Mr. C. Alphonso Smith, Greensboro.

*3:30 P. M.*

ANNUAL MEETING OF ASSOCIATION OF COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION—Mr. James P. Cook, Concord, President; Mr. L. M. Conyers, Nashville, Vice-President; Mr. John W. Starnes, Asheville, Secretary.

*8:30 P. M.*

HOW TO STUDY AN EPOCH, WITH SPECIAL REFERENCE TO THE FOURTEENTH CENTURY—Prof. W. S. Currell, Ph. D., Davidson College.

*Tuesday, June 24th.*

"NATURAL SCIENCE DAY."

*10:30 A. M.*

Including special work by the "Sea Club."

THE STUDY OF ANIMAL LIFE BY CHILDREN—Prof. W. L. Poteat, Wake Forest College.

HOW TO TEACH BOTANY IN PUBLIC SCHOOLS—Prof. W. F. Massey, Agricultural and Mechanical College, Raleigh.

ELEMENTARY STUDIES IN PHYSICAL SCIENCE—Prof. H. L. Smith, Davidson College.

THE AFTER-SCHOOL EXCURSIONS—Prof. J. A. Holmes, University of North Carolina.

After each paper the subject will be discussed by various teachers present.

*8:30 P. M.*

ADDRESS—Rev. J. B. Shearer, D. D., President Davidson College.

*Wednesday, June 25th.*

*10:30 A. M.*

"PUBLIC SCHOOL DAY"—"THE TRAINING SCHOOL"—  
"COUNTY INSTITUTES."

General Discussion, led by Hon. S. M. Finger, State Superintendent Public Instruction, and Professors E. A. Alderman and Chas. D. McIver, conductors of State Teachers' Institutes.

*8:30 P. M.*

ADDRESS—Hon. Thomas J. Jarvis, Greenville, N. C.

*Thursday, June 26th.*

*10:30 A. M.*

"CITY GRADED SCHOOL DAY."

Programme prepared by Professor P. P. Claxton, Superintendent Asheville Public Schools; and Professor E. L. Hughes, Superintendent Reidsville Public Schools.



8:30 P. M.

ADDRESS—Hon. J. L. M. Curry, LL. D., Richmond, Va.

*Friday, June 27th.*

10:30 P. M.

“SOCIAL WORK IN SCHOOLS.”

Discussion led by Professor Alexander Graham, Superintendent Charlotte Public Schools; and Professor J. T. Alderman, Fork Church Academy.

8:30 P. M.

LITERARY AND MUSICAL ENTERTAINMENT.

Programme arranged by Miss Lessie Southgate, of Durham; and Capt. Frank Cunningham, of Richmond, Virginia.

*Saturday, June 28th.*

REST AND RECREATION.

Excursions to New Bern and Cape Lookout.

*Sunday, June 29th.*

SERMONS MORNING AND EVENING.

Sunday-school Mass-meeting at 3:30 P. M., including a Song Service led by Capt. Frank Cunningham and Miss Anna R. Neal, of Concord.

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THE ARTIST, excluded from the society of his fellows, becomes morose, indifferent and inactive. The teacher who is isolated becomes a fossil; he needs contact, from time to time, with the great army of progress. His ideas must be broadened and elevated. Social intercourse, observation, comparison, mental conflict—these are the conditions of professional growth and professional usefulness. Each teacher needs the experience of all teachers.—*Exchange.*

# EDITORIAL.

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## OUR UNIVERSITY AND OUR GIRLS.

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The people of North Carolina have always been noted for their prudent foresight in all things relating to the welfare of citizens of the State. In nothing has the noble characteristic been more clearly exemplified than in carefully providing for the education of the children of the State. At the close of the war of the Revolution representatives of the people met at Halifax, and on the eighteenth day of December, 1776, they formulated and adopted the first Constitution of the State of North Carolina. In that grand and noble document there was ample provision made for the education of the children of the State. Section forty-one reads as follows: "That a school or schools shall be established by the Legislature for the convenient instruction of youth with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities."

In compliance with this section the University has been established, and it is one of the finest institutions of learning in the South. In further conformity to the requirements of the Constitution the sum of \$355,000 has been appropriated by the State directly for the support of the University; but in disbursing the fund the terms of the Constitution have been sadly ignored and only the *boys* have been educated, instead of all the *youth* as was contemplated and ordered by the law. The girls of North Carolina have been for a hundred years entitled by law to equal privileges with the boys in the State University.



The right of the girls to the instruction of the University still exists and is set forth in our present Constitution in these words: "The General Assembly shall provide that the benefits of the University, as far as practicable, be extended to the youth of the State free of expense of tuition." The clause, "as far as practicable," refers solely to the matter of free tuition. Thus the Constitution has opened the doors of the University to the *youth* of the State (both boys and girls), and who has the right to say that none but boys shall be admitted? Does the counsel in the Scriptures, to "Remember thy creator in the days of thy youth," mean to refer to only the boys of the land? No, indeed. Neither does the provision that the "youth" of North Carolina shall be educated in the State University mean that the doors of that institution may be shut to the girls when they seek to enter. We hope that the Trustees of the University, at their meeting in June, will permit the girls of the State to enjoy in future the benefits and privileges of the University, to which they are, by the Constitution, justly entitled. If twenty-five young ladies are admitted to the University as students in September the enrollment for the term will number over three hundred students! This is our prediction.

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OUR BEST wishes are with all North Carolina teachers that they may have a most pleasant and restful vacation, most satisfactorily recuperating both mind and body from the fatigue of a school term of hard work.

WE RETURN our thanks for all the invitations to school commencements which have been kindly sent to THE TEACHER. We congratulate our friends on the unusual neatness and beauty of the invitations and we regret that we could not be present at each pleasant occasion.

THE NORTH CAROLINA TEACHER will give a handsome school globe, twelve inches in diameter, nickel-plated frame, price \$18, to any teacher, who is a subscriber, making the nearest guess to the population of North Carolina, as will be shown by the census of 1890. All guesses must be sent to the editor before September.

THERE SEEMS to be a "Solid South" among the teachers and the patrons of the schools against the use of any and all school books which are published and controlled by the great school book trust, known as the "American Book Company." There is very strong talk throughout the South of establishing a "Southern Publishing Company" at some central point, which shall publish from Southern authors all the text-books used in the schools and colleges of the South. There are in our country numbers of men and women well qualified in every way to prepare all the school books we need, and they will be as good as any books now to be had. The South is opposed to syndicates, combines, trusts and monopolies of any and all kinds, and this opposition will be more marked and emphatic in regard to school books than as concerning any other article of consumption in the South.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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Miss Lou Weaver is teaching at Cleveland, Rowan county.

Mrs. E. Jenkins has a school at Cedar Grove, Orange county.

The Alumni Associations of Wake Forest College and the University will each have a banquet during the commencements of their institutions.

We regret that Mr. Jno. W. Starnes, of Asheville, declines re-election as County Superintendent of Buncombe county. He has been a faithful and efficient school officer.

Cherry Grove Public School, under the excellent management of W. E. Young, assisted by his wife (*nee* Miss Verlester Rhodes, a member of the European Party), is progressing finely.



The schools of the State are closing for the summer, and no doubt both teachers and pupils are glad to have the vacation. Most of the teachers will soon enjoy a happy reunion in the Assembly at Morehead City.

Mr. James Hendren, of Ceder Run Academy, Alexander county, has been chosen principal of Moravian Falls Academy, and Rev. R. L. Patton, of Morganton, has been elected pastor of Moravian Falls Baptist Church.

There are numbers of prominent places in North Carolina that are without teachers for the fall term. Don't fail to register your name either for a position or for a teacher as soon as you get to the Assembly at Morehead City.

In less than ten years girls will be admitted as students in our University, and also in the colleges at Wake Forest, Davidson College and Trinity. Those noble institutions will then begin a new era of prosperity and usefulness.

Mr. T. G. Harbison, of Highlands, is president of the "Highlands Normal College," which he has just established. The first term begins July 10, 1890. The institute has a faculty of ten teachers and we wish the enterprise every success.

The Trustees of the University will establish a Chair of History as part of the regular course of study. A number of prominent North Carolinians have been suggested as professor of this department, and the names of Dr. Kemp P. Battle and Dr. T. B. Kingsbury seem to meet with most favor.

Miss Clyde Rhodes, of Wilson, who recently taught music at LaGrange, Lenoir county, has just finished a two years' course in the Conservatory of Music at St. Louis, Mo. She has been offered a position as teacher in that institution at \$100 per month. North Carolina girls and North Carolina talent is always appreciated.

Carolina Institute will close its first session of ten months, June 18, 19. Mr. Henry Blount, editor *Wilson Mirror*, will deliver an address, and the students will prepare an exhibition. This school has as teachers Mr. D. L. Ellis, principal; Mrs. D. L. Ellis, primary department; Miss Rosa L. Waddell, music. Enrollment for the year has reached over ninety pupils.

One of the best village schools in North Carolina is the Holly Springs Institute in Wake county. Capt. C. F. Siler is principal; Messrs. Jones and Byrum are assistants. About seventy pupils are enrolled, and over twenty are young ladies and gentlemen who are boarding in the village for the purpose of attending the school. The closing exercises, on May 29th, made a most delightful occasion for the very large number of visitors present. It was the happy privilege of the editor of *THE TEACHER* to be also present.

The children of the Murphey and Centennial Public Schools of Raleigh gave a most enjoyable and creditable entertainment to an "overflowing house" at Metropolitan Hall on Tuesday evening, May 20th. The programme embraced an admirable selection of songs, marches, motion exercises, and a pretty cantata. About a hundred and fifty children took part in the performance, and all did well. The admission fee put about two hundred dollars into the Library Fund of the schools. The entertainment was repeated on Wednesday and the large hall was again filled. The performance reflected the greatest credit upon the children and the managers of the various departments of the programme.

The Baptist Trustees met in Raleigh in April and selected the "Adams and Pullen property" as the site for the new denominational education institute. The site is only a part of the square, about three acres, and there are two private residences on the block. The Trustees changed the institution from a desired and expected University for Girls to the "Baptist Female College." The smallness of the site chosen and the lowering of the grade of the institution from a University to simply a "Female College" have been matters of much disappointment and regret to the strongest friends of the enterprise who have desired and looked for a great and grand University for Girls in North Carolina, which should not be in conflict with any other school now in the State. The price paid for the site was about \$34,000.

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### CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
That one and one are always two;  
But Cupid proves, with work so sly,  
Some wondrous things that figures do;  
And when he claims a teacher's hand  
All rules of figures then are done,  
Though two before the preacher stand  
This one and one are ALWAYS ONE!

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MR. J. W. CAMERON, a teacher in Durham county, and a member of the Teachers' Assembly in 1888, married Miss Eva Weatherspoon, of Durham, April 30.



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain:  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost, loved ones will be found again."

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PROFESSOR JULIUS L. TOMLINSON, Superintendent of Greensboro Public Schools, died at his home in Greensboro on Monday, May 12, 1890. Professor Tomlinson was one of the most prominent educators of our State and universally esteemed and beloved. He has been well known to thousands of teachers of the State in the high and honored positions which he has filled in the State Normal Schools and other educational organizations. He was the founder of the *Winston Schoolteacher*.

REV. A. W. MANGUM, D. D., Professor of Moral Philosophy and English Literature in the University of North Carolina, died at Chapel Hill on Monday, May 12th, 1890. His life has been one of noble effort and work. His name has been a synonym for true Christian manhood. His influence as a preacher of the Gospel and as an educator has been great in North Carolina for many years, and that influence will live on and on, though he who exerted it shall rest from his labors and sleep the sleep of the pure in heart and the great in achievement.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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LITTLE FLAXEN HAIR—"Papa, it's raining." Papa (somewhat annoyed by work in hand)—"Well, let it rain." Little Flaxen Hair (timidly)—"I was going to."

A SCHOOL-BOY wrote to his girl: "I luv you. You have throne a spell around me." And she replied—"Why don't you use it?" This boy had been taught (?) spelling without the use of a spelling-book!

"WHAT IS an echo?" asked the teacher. "It's what you hear when you shout," replied a youngster. "Is it caused by a hill or hollow?" again asked the teacher. "Both," was the ready reply. "How so?" "The hill throws back the holler."

MR. JONES, to member of School Board—"I say, what's Easter, anyhow?" Member of School Board—"Can't say. Look in the Bible in the book of Easter [Esther?]; it'll tell you all about it."

PHYSIOLOGISTS say that the older a man grows the smaller his brain becomes. This explains why young men know everything and old men nothing.—*Boston Courier*.

A LITTLE girl five years old was told by her teacher that the Mississippi was the Father of Waters. "How is that?" she queried; "if it is the Father of Waters, it ought to be Mister Sippi."

CLASS IN GRAMMAR.—Teacher—"Now, children, I will give you three words—boys, bees and bear—and I want you to compose a sentence which will include all three words." Small boy—"I have it." Teacher—"John, you may give us your sentence." John—"Boys bees bare whin they goes in swimmin."

SCIENCE.—Teacher with reading class. Boy (reading)—"And as she sailed down the river"—Teacher—"Why are ships called she?" Boy (alive to the responsibilities of his sex)—"Because they need men to manage them."

"WHAT IS THE meaning of the word tantalizing?" asked the teacher. "Please, marm," spoke up little Johnny Holcomb, "it means a circus procession passing the school-house, and the scholars not allowed to look out."

TEACHER—"Willie, is it correct to say 'My sister has came to school'?" Willie—"No, ma'am." Teacher—"Why not?" Willie—"Because your sister has went home."

TEACHER—"Billie, what gender is boy?" Billie—"Feminine." Teacher—"Why, Billie! Next—Tommie?" Tommy—"Isn't boy feminine gender? Then I dun'no."

YOUNG HOPEFUL—"Father, what is the meaning of the word 'opera'?" Father—"It means a work." Young Hopeful—"That's what I thought. Now, can I opera you for three dollars to buy a couple of tickets for a comic work to-night."

TENNYSON can take a worthless sheet of paper, and by writing a poem on it make it worth \$5,000; that's genius. Mr. Vanderbilt can write fewer words on a similar sheet and make it worth \$5,000,000; that is capital. The United States Government can make an ounce and a quarter of gold, and stamp upon it an "eagle" and "twenty dollars;" that's money. The mechanic can take material worth \$50, and make it into a watch worth \$100; that's skill.



OUR TEACHERS

# HOME BY THE SEA!

A

JOYOUS SUMMER REUNION

FOR

⇒Health, ◉ Rest, ◉ Recreation◀

AND

MUTUAL IMPROVEMENT!

---

*Fifteen Happy Days Spent at the most Delightful Ocean  
Summer Resort upon the Atlantic Coast!*

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The North Carolina Teachers' Assembly,

ATLANTIC HOTEL, MOREHEAD CITY, N. C.,

JUNE 17TH TO JUNE 30TH, 1890.

---

**OVER 2,000 PERSONS WILL ATTEND THE SESSION OF 1890!**

---

A grand gathering of North Carolina Teachers and their friends at the sea-side, away from the dust and heat of the interior. The most pleasant and profitable meeting for a North Carolina Teacher to attend during the vacation.

A magnificent programme, musical, literary, educational, and every exercise of the very highest order of merit.

The social enjoyments and the boating, fishing and hunting are unsurpassed by any place or in any company to be found in the South.

Board at the immense Atlantic Hotel only \$1.00 per day to all members of the Teachers' Assembly. Railroad rates only about THREE CENTS PER MILE ONE WAY FOR THE ROUND-TRIP.

Fees for membership, \$2.00 for males; \$1.00 for females, and certificates entitle holder to ALL the privileges of the session.

**HENRY LOUIS SMITH, President,**

DAVIDSON COLLEGE, N. C.

**EUGENE G. HARRELL, Secretary,**

RALEIGH, N. C.

## ANNOUNCEMENT!

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INCORPORATED.

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The American Book Company is a Stock Company incorporated under the laws of the State of New Jersey for the purpose of carrying on the manufacture and sale of books.

Its places of business are at Nos. 806 and 808 Broadway, New York, 137 Walnut Street, Cincinnati, Ohio, and Nos. 258 and 260 Wabash Avenue, Chicago, Ill.

The American Book Company has purchased the school book publications hitherto issued by D. Appleton & Co., A. S. Barnes & Co., and Ivison, Blakeman & Co., of New York; and of Van Antwerp, Bragg & Co., of Cincinnati. The Company will faithfully carry out all contracts entered into by these respective firms for the publication and supply of these books. The Text-books which have thus been acquired by the American Book Company have been intimately associated with the history of educational progress of this country for over half a century, and the Company will devote its best efforts to sustain the great reputation these lists have achieved. To this end it will seek the aid and coöperation of educators and authors in maintaining the quality and accuracy of its publications, and in the preparation of such new and original books as the progressive demands of the schools shall warrant.

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The publications assumed by the Company have hitherto received a large share of public patronage. The Company hopes to merit a continuance of the same.

**THE AMERICAN BOOK COMPANY.**

New York, Cincinnati, Chicago,  
May 15, 1890.



# Are You a Teacher? Yes?

## THEN THIS IS WRITTEN TO YOU.

We want every teacher in this State to be a subscriber to THE NORTH CAROLINA TEACHER for the year 1890.

The subscription price is only one dollar for the year. We are perfectly willing to credit all teachers until they have a dollar to spare, but we want your names on our books *now*.

To each person who sends a dollar with the name we will give a copy of that remarkable teacher's book, "Evolution of Dodd," or six pieces of vocal or instrumental music.

Besides, if at the end of the year you feel that you have not been helped very greatly by reading THE TEACHER you need not pay for it, or if you have already done so we will return the money or extend your subscription another year and let you try the magazine again.

THE TEACHER is a *live* journal of education and we believe it will encourage you to do more thinking in your work.

The teachers who think most do the best work and get the best pay.

We do not require you to agree with us in regard to any method of teaching that we suggest or in any criticisms we may make upon some methods now being used; we only ask you to read THE TEACHER and then do just as the editor does—*think for yourself*.

THE TEACHER believes thoroughly in the OLD NORTH STATE and her teachers; it will try to be your best friend and defender at all times and from all misrepresentations or slurs no matter from whomsoever they may come.

THE TEACHER shapes its own policy and line of thought; is most thoroughly independent, but by no means neutral; is mainly original and will try to be generally right.

If you carry THE TEACHER to school with you in the morning it will be easy for you to do better teaching that day than you did the day before.

THE TEACHER is now regularly read by over 5,000 people in North Carolina and the Southern States; we want to have 10,000 readers before the end of 1890. If *you* are not now one of that number we want you to be.

If you are already a subscriber to other educational journals so much the better. Don't cut off any one of them, but *be sure* to add THE TEACHER to your list, for it will tell you things that will interest you and which cannot be found anywhere else.

The principal work of THE NORTH CAROLINA TEACHER is to secure a good school for every teacher and a good teacher for every school. We want you at all times to feel free to write to us for anything you want relating to professional work and we will do our level best to aid you.

ALFRED WILLIAMS & Co.,

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EUGENE G. HARRELL,

*EDITOR.*

## A GRAND OPPORTUNITY FOR TEACHERS!

—THE—

# Interstate Summer School of Methods

—WILL HOLD A TWO WEEKS' SESSION—

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### ADVANTAGES OF THE SCHOOL:

The strongest corps of instructors ever united in any school.  
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Supt. E. C. BRANSON, Athens, Ga., Discipline and Methods.

Supt. I. F. HALL, ex-Quincy, Mass., Languages, Reading and Writing.

ALEX. E. FRYE, Hyde Park, Mass., Geography and History.

NOTE.—There will be six lectures daily on *methods of teaching* the above branches. The Asheville session will be one of seven sessions of the Interstate Summer School to be held in seven cities.

More than two years have been spent in organizing this school, and its corps of instructors is everywhere acknowledged to be the strongest ever organized to instruct teachers.

If you will kindly send your name and address to Supt. P. P. CLAXTON, Manager of the Asheville session, you will receive (free) the large circular of the Summer School, giving full information as to tuition, lecture courses, board, diplomas, etc.

Even if you do not expect to attend, send for one of the circulars.

Address all communications to

**Supt. P. P. CLAXTON,**

ASHEVILLE, N. C.



# THE NORTH CAROLINA TEACHER.

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VOL. VII.

RALEIGH, JUNE, 1890.

NO. 10.

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EUGENE G. HARRELL,

= = = = = Editor.

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## NORTH CAROLINA.

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BY MRS. A. W. CURTIS, RALEIGH, N. C.

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Thou sittest like a queen with coronal  
Of dazzling beauty on thy sunny brow;  
The glorious mountains for thy lofty throne,  
The grand old Ocean lying at thy feet;  
Thy jewels are the healing springs, that lie  
Like gleaming pearls upon thy bounteous breast.  
From far and near, earth's weary pilgrims come,—  
A long procession, sad, and heavy-eyed,—  
To win anew the priceless boon of health  
From thy Bethesda, angel-stirred, and blest.  
Deep in the bosom of thy mighty hills,  
Dame Nature brews the elixir of life,  
And pours it lavishly through riven rocks,  
In basins carved by no weak, human hand;  
And here and there, deep down the woodland glens,  
She sets her moss-rimmed chalices, where those  
Who quaff with fevered lips the cooling draught,  
Find health and vigor stealing through their veins.  
O, queenly State! lift up thy fair proud head,  
The while thy sons and daughters honor thee,  
And shine a pure white star, whose light shall be  
Undimmed, through all the ages yet to come!

SEVENTH ANNUAL SESSION  
OF THE  
NORTH CAROLINA TEACHERS' ASSEMBLY.

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NOTES OF PROCEEDINGS.

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MOREHEAD CITY, N. C., June 18th, 1890.

The North Carolina teachers are again gathering in great numbers at their educational home by the sea-side. The Atlantic Hotel is again full of life, activity and merriment. Every train is bringing in large accessions to the Assembly brotherhood and happy reunions of special friends seem to be the order of the day.

This morning the entire Assembly were given a most enjoyable sail with the compliments of the boatmen of Morehead City and Beaufort. The weather was very fine, the waters of Bogue Sound were smooth and a strong breeze was blowing from the ocean. The fleet of graceful sharpies with their happy passengers were to be seen everywhere gliding over the waters, and hundreds of hearts bounded for the first time with the delights of a sail upon the salt water.

In the evening the Assembly Hall was filled with an enthusiastic audience to enjoy the opening exercises of the Assembly session. The devotions were conducted by Rev. J. F. Love, a Baptist minister of Bayboro, and Miss Maggie Yates presided at the piano.

Professor Henry Louis Smith, of Davidson College, President of the Assembly, called the body to order at 8:30 P. M., and the Secretary formally announced that a quorum was present.

The President submitted his annual address—a most interesting and thoughtful speech upon the work of the teacher in training the young. The weighty responsibili-



ties of this calling were set forth in clear and forcible argument, and the literary beauty as well as the practical value of the address profoundly impressed every teacher in the large audience.

Upon invitation, Hon. S. M. Finger briefly stated his interest in the Assembly and the influence for good that he could see it was exercising over the schools of the State. He suggested that the teachers were most successful and faithful who were thoroughly in love with their work and had the spirit of love presiding over their schools.

Professor Hugh Morson, of Raleigh, and Rev. Thomas Hume, D. D., of the University, were appointed as committee on daily programme.

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## SECOND DAY.

THURSDAY, June 19th.

This was "Classical Day," and the programme was begun by an admirable paper from Professor Hugh Morson, of the Raleigh Male Academy, upon "The Practical Value of a Study of the Ancient Classics." His presentation of the subject was highly interesting and thoughtful and elicited considerable discussion of a most interesting nature. Short speeches were made by Messrs. John Hill, Logan Howell and E. E. Briton. A new interest seemed to be developed in the study of the Classics, and a new value was set upon a knowledge which comes from the study.

"Some Uses of the Latin Subjunctive" were submitted in a carefully prepared and helpful paper by Professor L. L. Hobbs, President of Guilford College. This was a profound and thoughtful paper and did credit to the scholarly author.

Professor George Davis, of Guilford College, addressed the body on the subject of the "Reform in Spelling."

This was a new subject to the Assembly, and it was not long before the teachers were thoroughly interested in the system which was so clearly explained by the speaker. The paper was followed by considerable discussion, and some amusing illustrations were submitted in regard to the proposed changes of our vocabulary. There were also many important and practical ideas suggested by the discussion.

In the evening at 8:30 o'clock the Assembly gathered to hear an address by Hon. K. P. Battle, LL. D., President of the University. His subject, "A Vindication of the Postponement by North Carolina of the Ratification of the Federal Constitution." It has rarely been the pleasure and privilege of the Assembly to listen to such an enjoyable and instructive paper upon the history of our State. The large audience was enthusiastic in its admiration of the address and the applause was frequent and loud. He showed that North Carolina's delay in adopting the Constitution had resulted in giving us a much better document for our government than was at first prepared. Under the enthusiasm of the occasion the audience arose and sang with energy and spirit "The Old North State."

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### THIRD DAY.

FRIDAY, June 20th.

President Smith led the devotions.

Hon. S. M. Finger offered the following resolutions of sympathy, which were unanimously adopted:

WHEREAS, We have heard of the serious accident to Mrs. J. C. Von Buhlow, a member of this Assembly, who has contributed in days gone by so much to the pleasure and profit of the members thereof; therefore,

*Resolved*, That we tender her our heart-felt sympathy in her affliction, and we pray Him who doeth all things well to comfort her and restore her to health and usefulness.

*Resolved*, That the Secretary be requested to convey to her a copy of this action by telegraph.



By special request, Professor Robert Davis gave a little further insight into the plan of the proposed "Spelling Reform." Then followed quite a spirited discussion, in which Messrs. E. L. Hughes, C. A. Brewer and J. E. Kelly and others took part. The sentiment seemed to be about evenly divided between those who favored and those who opposed the proposed reform.

This was "Country and Village Schools Day." Mr. J. P. Cook, County Superintendent of Cabarrus County, gave a good paper upon the relation of the country schools to the people and the best manner of conducting them successfully. President Smith continued the subject with special reference to the proper physical development of children. They should be taught to walk, stand and sit correctly.

Mr. John W. Starnes, County Superintendent of Buncombe County, said that the public schools should have more encouragement from leaders in the profession, instead of having hard things published about them and the teachers.

Mr. E. E. Britton thought that not enough attention was given to the selection of text-books for the public schools.

Mr. B. W. Ray wanted to see better school furniture provided by committees and trustees of schools.

Mr. F. B. Gaffney, of Henrietta, thought that the schools should be better disciplined by the teachers.

Mr. Brinson said that dissatisfaction had been created by County Institute conductors recommending other books as better than the State books.

Professor Hobbs urged the teachers to magnify the profession. We want more sympathy and love for one another. We want a strong sentiment in favor of larger appropriations by the State for the support of the public schools. The calling of the teacher is the noblest on earth. Let our hearts be full of love for work and for one another.

Mr. J. E. Smith, of Reidsville, intimated that there had been some County Superintendents who kept down the public schools on account of their total inefficiency in conducting examinations of teachers. But those days are passed and a brighter day has dawned upon North Carolina, and the faithful work of the teacher is to be seen and recognized.

Dr. Hume gave some suggestions as to selection of books for a country school library.

Maj. Finger said that the schools were not what they ought to be, and one of the greatest hindrances was the lack of funds for their support.

In the evening the largest audience ever in the Assembly Hall gathered to hear the celebrated Miss Kate Field in a lecture entitled "An Evening with Charles Dickens." Truly she is a charming speaker. Her thoughts were exceedingly beautiful concerning the life and character of this great novelist, and the grace and eloquence of their presentation delighted her vast audience.

At the conclusion of her lecture the audience was favored by a superb piano solo by Miss Julia Brewer, of Chowan Baptist Female Institute, and a vocal solo by Miss Willie Simmons, of Wake Forest.

The Assembly has rarely spent a happier evening than the one with "Kate Field."

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#### FOURTH DAY.

SATURDAY, June 21st.

This is a day of rest and recreation and has been spent in excursion parties to the Light-house, Fort Macon, Beaufort, the Sulphur Spring and the surf. The weather has been very fine, with a strong sea-breeze all day.



In the evening, after supper, a large number of the teachers gathered in the Assembly Hall for an hour's entertainment by literary and musical selections. The programme was prepared wholly during the entertainment, each participant being called from the audience. So large is the talent in the Assembly that there was not the slightest delay between the pieces, and the entertainment was a perfect one. Such an enjoyable evening's entertainment could not be in such a way prepared from any other gathering of people in this country, and it is greatly to the credit of the literary and musical talent existing among the North Carolina teachers.

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### FIFTH DAY.

SUNDAY, June 22d.

At 11 o'clock the entire Assembly gathered in the Hall for religious services. Rev. J. W. Carter, D. D., of Raleigh, was to preach the Assembly Sermon. A large number of people from all the surrounding country had come on excursions to hear this distinguished preacher, until the Hall was packed with an expectant audience. And they were not disappointed, for such a profound and thoughtful sermon has rarely been heard in this country from any preacher. His subject was "The Reserve Power of God." He applied the lesson largely to the work of every one in life, particularly in the very important work of the teacher. His illustrations were of the most appropriate nature and were exceedingly strong. This memorable sermon will form a part of the history of the Teachers' Assembly.

During the service delightful vocal solos were sung by Mrs. Chas. McKimmon and Miss Mary Lilly Kenan, and the whole audience formed a vast choir of about eight hundred voices to lead the hymns of the morning.

In the afternoon there was a declamation contest for the "Demorest Temperance Medal." Misses Mary Bell, Gertrude Dill and Master Junius Chadwick were competitors. All the speeches were very good. The judges were Rev. F. L. Love, of Bayboro; Mr. A. P. Cates, of Wake county, and Prof. W. A. Weatherly, of Raleigh, and the medal was awarded to Miss Mary Bell, of Morehead City. It was presented in a neat little speech by Mr. E. E. Britton, of Mount Olive. The exercises were interspersed by a number of hymns and recitations.

At 8:30 P. M. Rev. H. G. Hill preached a very strong sermon on the power of God's love. Misses Lizzie Porter, of Tarboro, and Anna Neal, of Concord, sang beautiful solos during the service.

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## SIXTH DAY.

MONDAY, June 23d.

The attendance has grown into enormous proportions and there are now some nine hundred guests in the Atlantic Hotel under the auspices of the Teachers' Assembly. Every train brings large additions, and many come in boats from the surrounding country. The attendance has gone beyond fifteen hundred.

The "Modern Language and English Associations" have charge of the work of the day. At their annual meeting this morning the following officers were chosen for the ensuing year: Dr. W. S. Currell, President; Dr. Thos. Hume, Vice-President; Dr. G. A. Wauchope, Secretary. Executive Committee—Prof. W. D. Toy, Mr. C. Alphonso Smith, Mr. Geo. S. Wills. The Reading Circle Committee—Dr. Thos. Hume, Mr. Logan D. Howell, Prof. C. D. McIver.

During the morning hour Dr. Hume conducted the devotional exercises.



Mr. C. D. McIver mentioned the exceedingly liberal gifts of money to education in North Carolina during the past year, and, on motion, the chair appointed the following committee to submit to the Assembly a report expressing the appreciation of the North Carolina teachers of this liberality: C. D. McIver, Dr. Thos. Hume, E. L. Hughes, W. S. Currell, W. L. Poteat.

On motion of Mr. J. Y. Joyner, a committee on memorials of deceased members was appointed as follows: J. Y. Joyner, E. G. Harrell, Hugh Morson.

The first question of the morning was "English Etymology," and it was introduced in a most excellent paper by Prof. G. A. Wauchope, of Horner School.

The next subject, "The Language of the English Bible," was discussed in a thoughtful paper by Prof. Geo. S. Wills, of Oak Ridge Institute.

Mr. C. Alphonso Smith, of Johns Hopkins University, gave a highly and instructive paper on the "Literary of the Old South." He stated that great injustice had been done Southern authors by "Cleveland's Literature" and other New England books of this kind.

The work of this day has been some of the very best ever prepared by the Assembly and it has been highly beneficial as well as interesting to the teachers.

In the evening at 8:30 o'clock Prof. W. S. Currell, Ph. D., of Davidson College, entertained and charmed the Assembly in a splendid address on the subject "How to Study a Topic in English History." The lecture was made brilliant by numbers of graphic descriptions of English life and customs, which impressed the topic more firmly upon the mind of his audience.

## SEVENTH DAY.

TUESDAY, June 24th.

The exercises were opened with prayer by Mr. D. L. Ellis, Principal of Carolina Institute, Nashville, N. C.

"Natural Science Day" was begun by an excellent paper, "How to Teach Botany in Public Schools," by Professor W. T. Massey, of the State Agricultural and Mechanical College. He held that a great deal of botany could be taught by the average teacher in the country or the town without the use of any text-book, simply by carefully observing and studying nature.

Professor W. L. Poteat urged that every school should own a good microscope for the study of plant and animal life.

The next subject was announced by the President as "Animal Studies for Children," upon which Professor W. L. Poteat was to speak. The speaker introduced his subject by distributing to the audience several hundred grasshoppers which he had collected in the marshes in this vicinity. These insects he used in illustrating his remarks by carefully analyzing them in every way, clearly showing all their habits and wonders of construction. The audience was greatly interested and followed the scholarly speaker very closely.

After singing a hymn Prof. Joseph A. Holmes was introduced. He gave the audience little sealed envelopes containing several specimens of rocks and soils. He then announced his subject as "After School Excursions Among the Fields." He talked briefly and eloquently of the geological characteristics of these specimens, and the teachers were greatly interested in the information which was being so pleasantly given to them.

In the evening at 8:30 o'clock the Assembly was entertained by Dr. Thomas Hume, of the University, upon the



subject of "Historical Sidelights as Gathered from Shakspeare." This lecture was a most enjoyable one, as is always the case when this scholarly gentleman is upon the platform.

During the exercises a recitation, "Jerry, the News-boy," was delightfully rendered by Miss Dulce Moise, of Sumter, S. C., and a solo, with guitar accompaniment, by Mr. D. C. Badham, of Charlotte.

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## EIGHTH DAY.

WEDNESDAY, June 25th.

President Smith called the Assembly to order at 10:30, and he conducted the devotions by reading Romans 4: 1—8.

By special permission the Classical Association were given time to elect their officers for the ensuing year. The election resulted as follows: Dr. E. Alexander, President; Vice-Presidents, L. L. Hobbs, J. J. Blair, C. B. Denson. Secretary, John E. Kelly.

The special order for the morning being the annual election of officers of the Assembly, the ballot resulted as follows: By acclamation, President, Chas. D. McIver; First Vice-President, Hugh Morson; Secretary and Treasurer, Eugene G. Harrell.

The President appointed the following Committee on Vice-Presidents: Geo. T. Winston, M. C. S. Noble and E. G. Harrell.

The regular programme was then announced by the President as "Public School Day," and Hon. S. M. Finger, State Superintendent of Public Instruction, was introduced as leading speaker on the subject.

Major Finger made a powerful appeal to the teachers and friends of education in North Carolina in behalf of an increase of public school facilities. He said that North

Carolina was doing more with a dollar of school money than was being done with the same amount by any other State in the South, but we needed another dollar for each one we now have.

President Smith then called Major Finger to the chair to preside during the "Public School Day" programme.

Professor Chas. D. McIver was introduced, and in a most powerful, logical and convincing address he set forth the urgent needs of a "Teachers' Training School" in North Carolina, with a splendid and powerful appeal for the establishment of such an institution. He argued that the girls should be admitted to the male colleges with equal privileges and upon same terms as the boys.

Major Finger then introduced Rev. J. L. M. Curry, LL. D., of Richmond, Va., the greatest educator of the Southern States. He was received with prolonged applause. His first words won the hearts of his audience, as he asserted his earnest conviction that the University, Wake Forest, Davidson and Trinity Colleges must yield to popular demand and open their doors to the girls of the land as students.

At 8:30 o'clock P. M. one of North Carolina's specially loved and honored sons, Thos. J. Jarvis, addressed the Assembly upon the greatest of our educational interests—"The Public Schools." Previous to the speech two very charming solos were sung by Miss Annie Hume, of Portsmouth, Va. The Assembly then sang heartily "The Old North State," after which President Smith introduced the speaker amidst great applause. Governor Jarvis said he caught the inspiration for his speech from the words of the grand old song which had just been sung, and he related a touching incident concerning the "Old North State" which had occurred to him when some six thousand miles from North Carolina. He asserted in very strongest terms his deep love for the State, which was continually growing



stronger. He said that the common schools of our State were not doing all they ought to do, but it was no fault of the men who managed the system, but it was on account of the small fund. We had a good school system, it is true, but a good system alone will not support good schools. The State needs this addition to our school system: *A tax of twenty-five cents on every one hundred dollars of property for public education.* If this is tried for ten years not a man in North Carolina will be found to repeal the law or reduce the school tax. If the Constitution is in the way of such a tax then let us amend the Constitution so that it shall not be in the way. We owe better educational facilities to the children of the State than we are now giving to them. I am glad to see such a high state of progress, culture, refinement and ambition among the teachers here represented. We must make a united effort towards securing a State Training School for the young women of the State who are preparing to teach the children of our State.

Professor Geo. T. Winston, of the University, being called for made one of his usual bright and sparkling ten-minute speeches.

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## NINTH DAY.

THURSDAY, June 26th.

President Smith read the morning selection from the Scriptures and Dr. Hill offered prayer.

Prof. Chas. D. McIver, as Chairman of the Committee on Teachers' Training School, reported that the committee had faithfully worked with the Legislature of 1889 in behalf of the school and, although the bill was lost by a small majority vote, there was every cause for encouragement. He felt sure that the coming General Assembly will establish the Training School.

Superintendent Noble moved that the committee be continued and that Mr. McIver be requested to act as special committee in behalf of the school, and that the General Assembly be requested to permit him to address that body in Committee of the Whole upon this subject. The motion was unanimously adopted, and the Teachers' Assembly for the third time recorded its appeal for the North Carolina Teachers' Training School.

Superintendent Noble, for the Committee on Vice-Presidents, submitted the following report, which was unanimously adopted: J. J. Blair, of Winston; J. B. Brewer, of Murfreesboro; J. A. Holmes, of Chapel Hill; J. Y. Joyner, of Goldsboro; Alex. Graham, of Charlotte; Mrs. Annie McGilvary, of Euphronia; Miss Rachel Brookfield, of New Bern; Miss Bettie Clarke, of Oxford.

Mr. P. M. Pearsall, County Superintendent of Jones county, offered the following preamble and resolutions:

WHEREAS, On the 24th of June Mr. J. W. Hargett, a teacher of Onslow county, while on his return home from attendance on the Teachers' Assembly was drowned in Bogue Sound, and

WHEREAS, The Assembly desires to express its appreciation of the services of this young man as a teacher and to express its profound sorrow at his sudden and violent death; therefore be it

*Resolved 1*, That in the death of Mr. Hargett the cause of education has lost a friend and active young worker.

*Resolved 2*, That the Assembly expresses its sorrow at the death of its young friend, and hereby extends its profound sympathy and condolence to his father, mother, brothers, sisters and friends.

*Resolved 3*, That a copy of these resolutions be sent to the family of the deceased and that the record be spread on the minutes of the Assembly.

P. M. PEARSALL.

The resolutions were adopted.

The following resolution was presented by Mr. J. Y. Joyner, of Goldsboro:

*Resolved*, That in the death of Professor J. L. Tomlinson, of the Greensboro schools, this Assembly has lost one of its ablest and most useful members and the cause of education one of its warmest friends and bravest and truest advocates.



Very touching and tender remarks were made in memory of the deceased and lamented co-laborer by Superintendents J. J. Blair, J. Y. Joyner, and the resolution was unanimously adopted, and the Secretary was instructed to send a copy of the resolution to Mrs. J. L. Tomlinson.

The President announced that this was the day set apart for "City Public Schools." The first subject, "A Few First Principles," was intelligently and gracefully discussed by Superintendent E. L. Hughes, of Reidsville Public Schools. His propositions were carefully prepared and submitted with earnestness and zeal.

"What Shall the Public Schools Teach?" was presented by Superintendent J. Y. Joyner, of Goldsboro Public Schools. He holds that the scope of instruction in the public schools should include all branches which will prepare a boy or girl for college.

Superintendent M. C. S. Noble, of Wilmington, discussed "The Teacher and His Work" in strong terms. He holds that the smallest children always require the very best teacher in the school. He exalted the calling of the teacher to a very high degree.

Superintendent E. C. Branson, of Athens, Ga., was introduced to the Assembly, and he spoke for a short time concerning "The Future of Public Schools in the South." He sees an exceedingly bright day for public schools dawning upon the Southern States; the newly developing towns are giving their first work to the erection of splendid buildings for public schools.

Dr. Curry gave most humorous descriptions of certain schools which he had attended and had seen. He was looking to the educational sunrise and not into the past, and he saw a brightening present and a brilliant future. He felt like singing "Praise God from whom all blessings flow" for the grand, great and glorious onward and upward

movement that is being made by North Carolina and other Southern States for the education of the children.

At the evening hour the Assembly Hall was packed with teachers and their friends eager to listen to the distinguished and eloquent Dr. J. L. M. Curry, of Virginia.

Previous to the address the audience was favored by solos, instrumental and vocal, from Miss Lena Allen, of Wake Forest, and Mrs. Chas. McKimmon, of Raleigh.

The President then, in complimentary terms, presented to the audience Dr. J. L. M. Curry, of Richmond, who would address the Assembly upon the subject of "General Education." He complimented the Assembly and its work in the highest and most eloquent words. Dr. Curry is such an enthusiastic, charming and forcible speaker that the Secretary and all other reporters ceased from their official work to give closest attention to this most fascinating address. Therefore it is impossible to give even an outline of his eloquent thoughts, which encouraged to the very highest degree every one who is engaged in that most noble calling—training the hearts and minds of the boys and girls of our land.

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## TENTH DAY.

FRIDAY, June 27th.

In the temporary absence of President Smith Hon. S. M. Finger called the Assembly to order, and Rev. A. D. Hunter, D. D., of Raleigh, conducted the devotional exercises.

Dr. Hume paid a handsome tribute to the men of North Carolina who had made such noble gifts to educational institutions in this State. Prominent among these he mentioned Mr. J. S. Carr and Mr. B. N. Duke, of Durham; Judge Grant, of Iowa; Col. W. H. K. Burgwyn, of Hen-



derson, and others as the most recent benefactors. The cause of education in this State owed much of its prosperity to these liberal men.

The Assembly heartily approved the sentiments as expressed by Dr. Hume and, upon motion, he was requested to prepare at once suitable resolutions concerning the benefactions to education in North Carolina.

On motion of Dr. W. S. Currell, a day for "Social Science" was recommended to the Executive Committee to be added to the programme for next session and Dr. J. W. Crowell was requested to arrange the programme for that day.

Captain C. B. Denson, of Raleigh, offered the following resolutions of thanks, which were adopted unanimously:

WHEREAS, The work of the North Carolina Teachers' Assembly has been greatly encouraged by the generous action of the railroad authorities and the managers of the Atlantic Hotel, and especially by the efforts of the press of the State in behalf of its objects, be it

*Resolved*, That this Assembly tenders its cordial thanks to the press of North Carolina for its constant and invaluable influence in behalf of the great educational interests that it is the object of this body to advance.

*Resolved*, That the authorities of the railroads of the State and the proprietors of the hotels of Morehead are entitled to our hearty thanks for their liberal co-operation and attention to the comfort of the Assembly.

*Resolved*, That our thanks be also returned to Mr. E. M. Andrews, dealer in pianos and organs, of Charlotte, for lending the Assembly the handsome and excellent Chickering piano for the Hall during this session.

*Resolved*, That our thanks be also returned to Messrs. James W. Queen & Co., of Philadelphia, manufacturers of optical and scientific instruments, for the excellent and valuable Compound Microscope which they kindly loaned to the Assembly to use in its work during this session.

*Resolved*, That we are under obligations to Messrs. Bartlett, Hayward & Co., Baltimore, for supplying our "Model School-room" with their excellent Soper School-desks for our uses during the session of the Assembly.

Captain Denson spoke briefly but with enthusiasm concerning the value of the assistance given to the Assembly by the press of the State in all its work, in circulating the information concerning its meetings.

By special permission the representatives of educational journals were introduced to the Assembly in the interest of their journals. Mr. Phillips, agent of the *New York School Journal*; Mr. E. S. Shepp, of the *Winston School-teacher*, and the editor of THE NORTH CAROLINA TEACHER being present were introduced and spoke a few words in behalf of their journals.

Superintendent J. J. Blair asked that a committee be appointed to prepare resolutions expressing our appreciation of Dr. J. L. M. Curry's visit to the Assembly.

Professor E. E. Britton, of Mount Olive, then addressed the Assembly upon the subject "Wanted—A Teacher." He handled the topic carefully and in an amusing and entertaining manner—gave many valuable hints to those who make applications for positions as teachers.

Mr. St. Clair Hester, of the University, discussed the interesting subject of "Social Work in Schools." He urged that more attention be given to the matter. There are all classes of people in every community—the doubters, the objectors and the indifferent. They can be effectually united by properly attending to the social elements of the school. Entertainments should be encouraged in every way. They interest the people and the public may thus see the effects of the training. Every school should have a library; that will interest everybody and will win the people to the schools. In colleges the great literary societies promote the best social life among the students.

Captain C. B. Denson, of Raleigh, was called upon and addressed himself specially to the "Individuality of the Teacher." Their hearts must go out and enfold the pupils so that the child will know that the teacher is his friend. The kindly morning greeting, the pleasant lecture in the school-room, the cordial greeting on the street, all go to promote the social pleasures which should exist in every school.



Dr. Hume being called for said that the key-note to all social work was to be the friend of the pupil.

Professor Dinwiddie, President of Peace Institute, said that boys in schools or colleges should be encouraged to enter largely into social life. Be thoroughly acquainted with your pupils, visit their parents and study their lives and character and endeavor to remedy whatever may be deficient. The school should be one family. On Friday evenings there should be a social gathering of all the pupils with music, readings, refreshments, etc., as the order of exercises. He does not believe in so much machine work in teaching. Each child must be developed in intellect and character. There should be more social intercourse among the public and private school-teachers.

After the usual announcements by the Secretary the Assembly adjourned until the evening.

#### NIGHT SESSION.

The work of the Seventh Annual Session of the Teachers' Assembly closed to-night with a splendid Literary and Musical Entertainment. The programme was prepared wholly by members of the Assembly, and it was a feast of enjoyment such as would do credit to the highest of professional talent.

The programme was as follows:

|  |                      |
|--|----------------------|
| READING—Songs of the Night,                                    | Prof. E. E. Britton  |
| VOCAL SOLO—When Thou Art Near,                                 | Mrs. J. B. Cherry    |
| RECITATION—A Wedding Ring,                                     | Miss Lillian Arnold  |
| VOCAL SOLO—Call Me Rose,                                       | Miss Rosa Williamson |
| RECITATION—Poor-house Nan,                                     | Miss Metta Stuart    |
| VOCAL SOLO—Embarrassment,                                      | Miss Mary Lily Kenan |
| INSTRUMENTAL SOLO,   | Miss Julia Brewer    |
| RECITATION—The Goblins will get you if you Don't<br>Watch Out, | Miss Lillian Arnold  |
| VOCAL SOLO—Youth,  | Miss Minnie Allen    |
| VOCAL SOLO—Nightingale's Trill,                                | Miss Lizzie Porter   |
| READING—A Selection from Mark Twain,                           | Mr. St. Clair Hester |
| VOCAL SOLO—Going to Market,                                    | Miss Anna Neal       |
| RECITATION—He and She,   | Miss Lillian Arnold  |

At the close of the entertainment President Smith impressively stated that the work of the Assembly was now about to close. The session had been eminently successful and we wish a prosperous year to all the teachers of North Carolina.

The Secretary said that this had been such an exceedingly pleasant and successful session that it was with regret we now reach the close when the separations were to occur. It had been the largest attendance that had ever been seen at any similar educational occasion in the South. Over nineteen hundred persons had attended the session and near twelve hundred of the number had been teachers or school officers. The work had been excellent, inspiring and encouraging, and surely every teacher may take heart for better work than ever before.

The President then announced that the North Carolina Teachers' Assembly was adjourned until the second Tuesday in June, 1891.

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### NORTH CAROLINA AT THE FRONT.

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It is becoming a habit with some good North Carolinians to draw comparisons between our State and others, based upon certain educational figures which make it appear that North Carolina is doing less for public schools than is being done by any other State except South Carolina. These comparisons have been so adroitly made that most people in other States gladly believe the statements, and even our own people have almost been deceived.

THE TEACHER has never given credence or circulation to any such comparisons, but on the contrary has steadily claimed that North Carolina is doing a work for public education which is equaled by but few other States of the Union and is excelled by none in the South.



As a matter of encouragement to the people of North Carolina we submit the following comparison of work, based upon some other figures in the same census table, which have been used to our discredit. The calculations are from the census of 1880. While the other States have increased largely in wealth North Carolina has changed but little, except to largely increase her school population. The new census will be far more creditable to North Carolina in a comparison as to money raised for public schools:

| STATES.        | ASSESSED VALUATION OF PROPERTY. | POPULATION. | SCHOOL POPULATION. | TOTAL SCHOOL FUND. | PER CAP. VAL. OF PROP. FOR EACH CHILD. | SCHOOL DAYS. |
|----------------|---------------------------------|-------------|--------------------|--------------------|--|--------------|
| Connecticut -- | \$ 349,177,597                  | 675,678     | 105,363            | \$ 1,768,371       | \$3,314                                | 180          |
| New York ----  | 3,361,128,177                   | 5,373,637   | 885,440            | 13,760,670         | 3,796                                  | 179          |
| Virginia ----- | 339,342,723                     | 1,692,125   | 364,066            | 1,575,324          | 932                                    | 120          |
| North Carolina | 210,035,453                     | 1,667,860   | 359,729            | 653,037            | 584                                    | 60           |
| Georgia -----  | 329,489,505                     | 1,727,102   | 383,434            | 711,990            | 859                                    | -----        |
| Florida -----  | 76,611,409                      | 351,589     | 78,686             | 449,299            | 1,020                                  | 132          |

From this table we see that New York is worth sixteen times as much as North Carolina, while her school population is only about twice as large. Each New York child has \$3,796 to be taxed for its education, while each North Carolina child has but \$584. In New York but one day of school is provided for a child upon each \$21 of taxable property; in North Carolina each \$9.50 is taxed sufficient for one day of school. North Carolina is doing over twice as much as New York!

Connecticut has fifty per cent. more property than North Carolina, but less than one-third as many children; \$3,314 to tax for each child and only one day of school is provided from the taxes upon \$19. North Carolina is doing twice as much as Connecticut.

Virginia has only 5,000 more children, but \$120,000,000 more taxable property than North Carolina. Georgia has but 24,000 more children, but \$110,000,000 greater tax

valuation than North Carolina. Florida has \$1,020 of taxable property for each child, while North Carolina has but \$584.

North Carolina wants to do more for public schools and she intends to increase her school taxes, but we want our State to have full credit for what she is now doing. We are now compelled to pay into the pension fund for Northern soldiers, their uncles, cousins and aunts, and even to Dr. Mary Walker, a vast sum, equal to \$10 for each child of our school population; is it any wonder that we have not paid but thirty-nine cents each for the education of our children?

It has been a desperate struggle with North Carolina in providing for the education of her children. She has done her duty as nobly as any other State of the South, and she needs more cheers and encouragement and less complaining from her people.

There is a certain large bird, of black plumage and disgusting habits. It flies over the earth seeing none of the pure, sweet and fresh meats, but its marvelously keen scent and sight never fail to find the putrid and loathsome flesh, and upon this alone it feasts. Some people are so busy searching for the shortcomings of our people in matters of education that they cannot see the noble work which the State is steadily doing. It is time for such ways to be changed if the welfare of the State and our children is to be considered. Let us not be like this bird.

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#### THE SOUTHERN EDUCATIONAL ASSOCIATION.

The organization of the Southern Educational Association is one of the most important events which ever occurred in the South concerning our school interests. The meeting at Morehead City, July 1—5, 1890, in pursuance to the call issued by THE NORTH CAROLINA TEACHER, was



entirely successful in every way, and before its close there were twelve of the fifteen Southern States united in the organization. Three hundred and seventy members were enrolled.

The State Teachers' Association, of Kentucky, telegraphed a resolution, adopted by it, heartily indorsing and co-operating with the great movement in the educational organization of the Southern States.

The programme occupied three days, morning and evening sessions, and the papers which were delivered were of the highest order of merit and importance to Southern teachers. Hon. Daniel G. Fowle, Governor of North Carolina, delivered the address of welcome and it was a most powerful, patriotic and enthusiastic speech. Very strong and eloquent talks were also made by ex-Governor Thomas J. Jarvis, of North Carolina; Superintendent S. M. Finger, of North Carolina; Hon. J. H. Shinn, of Arkansas; Mr. W. W. Brown, of South Carolina, and Hon. John E. Massey, of Virginia. Dr. John E. Massey, State Superintendent of Virginia, also gave an admirable address upon "How to Improve Our Rural Schools."

It is the unanimous opinion that the finest speech of the session was by Captain C. B. Denson, associate principal of Raleigh Male Academy. His subject was "The South and her Literature and Southern School-books." His thorough knowledge of the subject and the eloquence of its presentation charmed the audience and won for the speaker prolonged applause and much hearty handshaking of congratulations from many of the most prominent and cultured men and women of our State and country.

The Committee on Permanent Organization consisted of D. H. Hill, Jr., of Raleigh; E. C. Branson, of Athens, Georgia; E. E. Britton, of Mt. Olive, N. C.; C. B. Denson, of Raleigh; Miss Dulce Moise, of Sumter, S. C.; Mrs. M. T. Knight, Selma, Alabama; Mrs. Pauline Fletcher, Little Rock, Arkansas.

Hon. W. T. Harris, United States Commissioner of Education, Washington, and Dr. J. H. Allen, of New York, were unanimously elected honorary members of the Association.

The following preamble and constitution were reported and adopted:

#### CONSTITUTION—PREAMBLE.

WHEREAS, The cause of education in the South is encumbered by problems that exist in no other section of the Union, and as the workers in this field believe that by organization they may benefit the cause of education specially in the South, and cheer one another amid the difficulties that surround them;

THEREFORE, Without antagonism to any other association, we organize an association under the following constitution :

#### ARTICLE I.

##### NAME.

This organization shall be known as "The Southern Educational Association," and it shall hold an annual meeting at some suitable time and place.

#### ARTICLE II.

##### OBJECT.

The object of this Association shall be to promote the cause of education, especially in the South.

#### ARTICLE III.

##### MEMBERSHIP.

The membership of the Association shall consist of white persons, divided into two classes, active and honorary. The active membership shall consist solely of teachers and friends of education engaged actively in promoting the cause of education in the South. Honorary members may be elected from any part of the Union, and shall have all the privileges of active members, except that of holding office and voting.

#### ARTICLE IIII.

##### OFFICERS.

SECTION 1. The officers shall consist of a President, one Vice-President from each Southern State, and a Secretary and Treasurer.

SEC. 2. The State Superintendent of Public Instruction of each State in the South shall be a Vice-President of this Association by virtue of his office.



SEC. 3. An Executive Committee shall be appointed annually by the President and shall consist of one member from each Southern State. The President and Secretary and Treasurer shall be *ex officio* members of the Executive Committee.

#### ARTICLE V.

##### ELECTION OF OFFICERS.

All officers, except the Vice-Presidents and Executive Committee, shall be elected annually by the Association.

#### ARTICLE VI.

##### DUTIES OF OFFICERS.

The duties of all officers shall be such as usually pertain to these officers in similar organizations.

#### ARTICLE VII.

##### FEES.

All members of the Association shall pay an annual fee of two dollars.

#### ARTICLE VIII.

##### COMMITTEES.

The President shall annually appoint a Local Committee of Arrangements at such places where a meeting of this Association is to be held. All other necessary committees shall be appointed by the Executive Committee.

#### ARTICLE IX.

##### AMENDMENTS.

All amendments to this Constitution shall be submitted in writing at an annual session and lie over for one day. They may then be adopted by a two-thirds majority vote of the active members present.

All propositions to make the Southern Educational Association auxiliary to any other educational organization were promptly voted down, it being deemed that there was no need for any such thing, but that it would interfere with the distinctive work which this Association had to perform for the South.

The complete organization for the ensuing year is as follows:

##### OFFICERS.

President, Hon. Josiah H. Shinn, of Little Rock, Arkansas; Secretary and Treasurer, Eugene G. Harrell, Raleigh, N. C.

## VICE-PRESIDENTS.

Each State Superintendent of Public Instruction in the Southern States.

## EXECUTIVE COMMITTEE.

J. T. Gaines, Louisville, Kentucky; W. F. Fox, Richmond, Virginia; D. H. Hill, Jr., Raleigh, North Carolina; H. P. Archer, Columbia, South Carolina; M. L. Payne, Ocala, Florida; E. C. Branson, Athens, Georgia; E. R. Dickson, Mobile, Alabama; Dr. Telfair Hodgson, Sewanee, Tennessee; J. W. Nicholson, Baton Rouge, Louisiana; J. N. McMillin, Iuka, Mississippi; W. H. Thorp, Searcy, Arkansas. Members from Texas, Missouri, Maryland and West Virginia to be appointed.

## COMMITTEE ON RAILROADS.

Hoke Smith, Atlanta, Georgia; J. A. Fishburn, Waynesboro, Virginia; P. A. Witmer, Westminster, Maryland; John L. Weber, Charleston, South Carolina; C. B. Denson, Raleigh, North Carolina; E. E. Britton, Mt. Olive, North Carolina; Eula B. Smith, LaGrange, Georgia; Hiram Roberts, Louisville, Kentucky; C. H. Diestrick, Hopkinsville, Kentucky; Wyckliffe Rose, Nashville, Tennessee; C. W. Dabney, Knoxville, Tennessee; M. W. Stone, Little Rock, Arkansas; John W. Massey, Tuskegee, Alabama; H. E. Chambers, New Orleans, Louisiana; J. B. Merwin, St. Louis, Missouri. Florida, Mississippi and West Virginia to be appointed.

Several propositions are already in as to place for holding the next session of the Association, including Knoxville, Chattanooga, Richmond, Little Rock, St. Louis, Atlanta and Morehead City. The Executive Committee is to decide upon time and place and circulate the information by October 1st, 1890. It is already estimated that not less than two thousand teachers will attend the next session of the Association.

Among the most interesting and thoughtful papers read during the session was one by Major S. M. Finger upon the subject, "What the South is Doing for Public Education." This was a most comprehensive and carefully prepared paper, and the facts and figures presented by Major Finger awakened a new interest in this important question.

Hon. J. H. Shinn submitted a most important and thoughtful paper upon the subject of "Local Taxation." This is a hard problem with which the South has to deal



and the plans suggested by the speaker will be of great value to every school officer in the Southern States.

Professor D. H. Hill, Jr., of the North Carolina Agricultural and Mechanical College, addressed the Association upon the interesting subject of "Southern Educational Journals." The pleasant delivery of the speaker and the wisdom of his words charmed the audience.

Discussion upon all the papers was full and interesting. At the adjournment on Thursday night a most impressive prayer was offered by Hon. John E. Massey for the prosperity of all educational interests in the South and for every effort made for their improvement.

Full proceedings of the session will be published shortly. The volume is in the hands of the printers and it will contain, in full, all the papers and speeches of the session. Copies may be obtained upon application to the Secretary.

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## THE WESTERN NORTH CAROLINA CHAUTAUQUA.

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During the session of the Haywood County Teachers' Institute there was a meeting in the court-house, July 16, at Waynesville, for the purpose of organizing a Teachers' Association for the western portion of North Carolina, in pursuance to a call which had been issued several weeks ago by Mr. R. L. Madison, of Jackson county.

The meeting was held at 11 o'clock A. M. and Dr. R. H. Lewis, of Hendersonville, was chosen Chairman, and Mr. R. L. Madison was made temporary Secretary. The following persons were present: John W. Starnes, Asheville; Thomas Long, Webster; E. E. Blount, Waynesville; C. B. Way, Asheville, Rev. R. A. Sentell, Waynesville; Rev. T. C. Buchanan, Waynesville; Rev. J. W. Crowell, Durham;

Alex. Graham, Charlotte; John Kelly, Cove Creek; O. F. Thompson, Asheville; H. L. King, Asheville, and the editor of THE NORTH CAROLINA TEACHER.

The "Committee on Permanent Organization and Constitution" comprised Messrs. Madison, King, Sentell, Lewis and Harrell.

The "Daily Programme Committee" included Messrs. Lewis, Madison and Buchanan.

The Constitution, as adopted, fixed the name of the organization as "The Western North Carolina Chautauqua," and the following officers were unanimously elected for the ensuing year: President, R. H. Lewis, of Hendersonville; Secretary and Treasurer, R. L. Madison, of Painter; Vice-Presidents—1st, H. L. King, Asheville; 2d, R. A. Sentell, Waynesville; 3d, J. U. Gibbs, Bryson City.

At the evening session an address of welcome was delivered by Mr. Sentell and responses were made by Mr. Starnes, Dr. Lewis, Dr. Crowell and the editor of THE TEACHER. In all these speeches the strongest loyalty and co-operation was expressed in regard to the North Carolina Teachers' Assembly, and it was stated that this western organization was to render special aid in enlarging and extending the work of the Teachers' Assembly.

The Cherokee Indian Brass Band was present and rendered some excellent music during the session.

Mr. Starnes submitted an eloquent and interesting paper upon "Western North Carolina" in which he set forth the beauties and grandeur of that portion of our State. Mr. C. B. Way, County Superintendent of Buncombe County, gave a capital paper upon "The Value of Free Schools."

Mr. Starnes introduced the following resolution, which was unanimously adopted:



*The Western North Carolina Chautauqua to the North Carolina Teachers' Assembly—Greeting :*

We have organized what we call the Western North Carolina Chautauqua. This is intended to supply a local need. We desire hereby to signify our full intention to continue our membership in the North Carolina Teachers' Assembly, recognizing that our territory is a part of the good "Old North State." And we extend to you a cordial invitation to hold your next annual session somewhere in our section. We will be with you and a part of you.

An enthusiastic and patriotic speech was made by Mr. W. T. Crawford, of Waynesville, concerning the work of this organization and its hearty co-operation with the State organization—the Teachers' Assembly.

The following Executive Committee was appointed: President, Vice-Presidents, Secretary, Mrs. J. A. McDonald, Mr. Spray, Mr. J. U. Gibbs.

"THE NORTH CAROLINA TEACHER" was unanimously adopted as the organ of the Chautauqua.

Forty-one names were enrolled as members; the fees, \$1.00 for males and fifty cents for females, were fixed, and the session adjourned to meet subject to arrangements by the Executive Committee.

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## FARMERS' ALLIANCE RESOLUTIONS.

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The following resolutions were adopted by the Farmers' Alliance of Guilford county, July 18th, 1890:

WHEREAS, We, the Farmers' Alliance of Guilford county, have been to-day instructed and encouraged by the most excellent and practical address of Professor Charles D. McIver, on the subject of "The Peoples' Relation to Public Education"; therefore be it

*Resolved*, First, that we favor and recommend that our present public school tax be doubled.

2d. That some appropriation should be made by the State for the higher education of our daughters.

3d. That we request our State Alliance to take proper steps toward bringing this favorably before our next General Assembly.

# EDITORIAL.

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## THE TEACHER'S POLICY.

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This number closes the seventh volume of *THE NORTH CAROLINA TEACHER*. We have delayed it purposely so that we might give our readers full particulars of the grandest educational meeting ever held in the South—the sixth annual session of the North Carolina Teachers' Assembly, held at Morehead City, June 16—30, 1890. The prosperity of *THE TEACHER* during the past year has been gratifying, far beyond all expectations. The subscription list is nearly double its former size and it is daily growing. The brotherhood in this State, both in the public and private schools, has realized fully that it has a constant, strong, persistent and fearless friend in *THE NORTH CAROLINA TEACHER*, who never says or allows any one else to say in its pages an unkind word about them. *THE TEACHER* believes, with heart and soul, in North Carolina and North Carolina teachers and their work; it has never changed its policy or its plans, its editors or its name, its publishers or its home, its form or its ownership, nor does it ever intend to do so.

It began its work for North Carolina, it has been steadily and faithfully working for North Carolina, and it is determined to continue and increase its work for North Carolina and her teachers. Its editors and publishers are native North Carolinians, and no foreign or Northern talent, ideas, money, schemes or managers are employed in any department of its work. Its views may not always accord with the opinions of *every* teacher in this State and we are not surprised or distressed at this, for we *know* that we faithfully and truthfully represent the sentiments of the over-



whelming majority of North Carolina teachers and other true people of our State. THE TEACHER organized and has always been a hard and constant worker for the North Carolina Teachers' Assembly and the Southern Educational Association, and it has been a strong and true friend to every educational enterprise and organization in North Carolina and the South, while other so-called North Carolina educational journals have openly and secretly fought both the Assembly and the Educational Association. With this consciousness and satisfaction THE TEACHER will move straight ahead in the even tenor of its way, and the eighth volume will begin with the September number and continue to go into the hands of its five thousand regular readers.

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THE "WESTERN NORTH CAROLINA CHAUTAUQUA" adopted THE NORTH CAROLINA TEACHER as the official organ of that association.

TO THE subscriber to THE TEACHER who makes the nearest guess to the population of North Carolina, according to the new census of 1890, Messrs. Alfred Williams & Co. will present a handsome school globe, nickel mounted. All guesses must be sent to us before the first of September, 1890.

THE PRIZE of a \$45 set of Waverly Novels, offered by Messrs. Alfred Williams & Co. for the best art work exhibited at the Teachers' Assembly Educational Exposition, Morehead City, June 17—30, was awarded by the committee to Miss Sallie Clark, of Raleigh, a pupil of Peace Institute.

WILL SOMEBODY kindly give us some information as to the "Southern Association of City Superintendents" and the "Education Club of the South"? We have seen occa-

sional mention of these names, but have never heard of the meetings of any such organizations. Do they exist only on paper and are such organizations simply myths?

THE TEACHER will give in next number some echoes from the Assembly, including notes upon each department of the special work of the past session. The notes will also include each department of the Educational Exposition, the Model School, the Sea Club and Laboratory, the County Superintendents' Conference and the Classical Association.

THE EXECUTIVE COMMITTEE of the Teachers' Assembly has in hand a most liberal proposition for the next session to be held at Hot Springs. This is the largest and handsomest hotel in the mountains of our State; it is situated in the lovely valley of the French Broad River and its special attractions are the hot baths and swimming pool. The rate of board will be only \$1.00 per day and ample accommodations will be provided for fifteen hundred people. The contract between the Assembly and the Atlantic Hotel, at Morehead City, gives the option of meeting in the mountains every third year.

THE PUBLISHERS of Mrs. Spencer's "First Steps in North Carolina History" have been at work all the summer carefully revising and correcting the book. There are a great many changes made in the text and we feel sure that every North Carolinian and teacher will now be pleased with this charming little history of our State. The new edition will be ready about August 1st, and the price remains the same—seventy-five cents per copy. Orders will be filled as rapidly as possible. Only the new edition will be sold, as the few unsold copies of first editions are now withdrawn from market.

IF A MAN is enthusiastic in the "New Education" don't declare him a crank; if another man does not approve



all the new methods of teaching don't call him a fossil; when a person objects to some of the machinery in graded schools don't say he is opposed to public schools. Of the two evils, the teacher who follows *all* the old methods of teaching is far more useful to the cause of education than the teacher who follows *all* the new methods. That teacher who has the judgment and independence enough to select only the best methods of the old and new systems as the plan of his work is the true educator of the youth of our land. This method only is progressive education, and this is the original and constant policy of THE NORTH CAROLINA TEACHER, and we hope to always have the courage to denounce a fraudulent method as a fraud whether the method be new or old.

A new(?) journal of education entitled "The Southern Educator" was born at Durham, N. C., about the first of August. This is the same foreign publication, with simply a change of name, which has struggled for existence in North Carolina for three years, known as the Winston "Schoolteacher," and it is the journal which has recently published so many wicked and slanderous charges upon our North Carolina teachers, County Superintendents and the Southern Educational Association. It has never had a single kind or helpful word to say for the North Carolina Teachers' Assembly, Teachers' Councils or any other educational enterprise existing or contemplated in the Old North State, nor has it ever seen anything good in our State. During its three years of life it has changed its editorial management six times, its home three times (Baltimore, Winston and Durham), its policy twice and its organization five times!

THE NORTH CAROLINA TEACHER has no desire or intention to see any teacher misrepresented or in any way injured. Some Northern journals of education have tried to make it appear that the Farmers' Alliance of North Carolina was

opposed to public schools. To give a shadow of truth to this statement there has been going the rounds of the sectional journals of the North an extract from a recent article written by Mr. E. C. Branson, Superintendent of Athens (Georgia) Public Schools, stating that "the Farmers' Alliances of North Carolina were calling upon one another to demand that the Legislature abolish the public schools of the State." THE TEACHER, before it published a line concerning the matter, took the trouble to learn from the leading officers of the Alliance in this State that there was no truth at all in the statement. Then, as a North Carolinian, we felt it our duty to the farmers and our State to correct the error. This was done in April number of THE TEACHER. We have received from Mr. Branson the full text of his article with the information that his statement was based upon an error contained in a correspondent's letter recently published in a secular newspaper in this State. We take pleasure in explaining to our readers Mr. Branson's position in the matter, and of course our former criticism of the statements which he had made under a misapprehension is cheerfully withdrawn.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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Mr. E. E. Blount is teaching at Waynesville, Haywood county.

Mr. O. F. Thompson has a good school at Candler, Buncombe county.

Mrs. Marion Johnston has charge of a good school at Littleton, Warren county.

Mrs. J. P. Morgan is teaching at Asheville, the "Queen City of Western North Carolina."

Mr. E. L. Middleton has been elected principal of the high school at Wilson, Wilson county.

Mr. Willie H. Clendennin is principal of Student's Hope Academy at Alfordsville, Robeson county.



Mr. Charles J. Parker, of the Raleigh Graded School, has been elected superintendent of Tarboro public schools.

Miss Emily Gilliam, of Halifax, has accepted a position as teacher in the family of Mr. R. R. Colten, Pitt county.

Mr. A. P. Whisenhunt is principal of Granite Falls Academy, Caldwell county. Board from \$6 to \$8 per month.

Mr. T. R. Crocker (Wake Forest, 1890) will take charge of the academy at Auburn, Wake county, about August 15th.

Professor John F. Lanneau, of Missouri, has been elected to a chair in Wake Forest College.

Mrs. Annie McGilvary, of Moore county, will take charge of the primary department in Statesville Female College this fall.

Mr. George A. Grimsley, former superintendent Tarboro Public Schools, has been elected superintendent of Greensboro city schools.

Messrs. Brevard Nixon and O. Lee Kincaid have charge of the high school at Mt. Holly, Gaston county. The fall term begins July 9th.

Mr. J. O. Atkinson, of Wake county, a graduate of Wake Forest College (1890), has been elected to the chair of Latin in Graham College.

Dr. B. F. Dixon, Superintendent of Oxford Orphan Asylum, has been elected president of Greensboro Female College, to succeed Rev. T. M. Jones, D. D. A most excellent selection.



The largest attendance upon any County Institute ever held in the State was at Greensboro, July 14—18. Professor Charles D. McIver conducted the Institute and one hundred and seventeen teachers were enrolled.

Mr. W. B. Phillips, a Chapel Hill boy, son of the late Dr. Charles Phillips, has been elected to the professorship of chemistry and metallurgy in the University of Alabama, and will assume the duties in October next.

Mr. D. B. Parker is principal of Progressive Institute at Dunn, Harnett county. The school is in a flourishing condition and the thorough work of the teacher is producing fine results. Mrs. W. B. Harrell has charge of the music department.

Professor Alex. Graham had a very fine Teachers' Institute at Waynesville, July 14—19. All the teachers of the county were enrolled and a large number of interested visitors were present each day. Professor Graham is a master lecturer and teacher and his work is just what the ambitious teacher needs.

Oak Ridge Institute begins its next session August 13th. This is one of the best and most prosperous schools in North Carolina, and the State is exceedingly proud of the work that is being done for our boys and girls by Professors J. A. and M. H. Holt. The past session enrolled two hundred and ninety-seven pupils.

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*"Very truly yours,*

JOHN D. TOWNSEND.  
49 and 51 Chambers St., New York."

Rev. Dr. James A. Buck, Rector of St. Paul's Church, Washington, D. C., now nearing eighty years of age, closes a long letter of April 11th, in these words:

*" \* \* \* I feel much interested in your proposed sanitarium in connection with the college of Substantialism. Oh that rich men knew and would feel what great and good things they might do with their money! But I must close. Before I do so, however, let me say, that I have cause to bless God for all that you have done for me, both in mind and body. After a twelve months' use of your treatment, I consider your Health-Pamphlet of such inestimable value that no earthly consideration would induce me to part with the knowledge I have derived from it, if such a thing were possible. It is not only a great comfort to me, but it enables nature to fulfill all her offices and do her work so thoroughly that it is the nearest approach yet made to a 'universal panacea.' The whole world should know of it—the sick that they may be cured, and the well that they may be kept in good health. More than this in behalf of any treatment can hardly be said.*

*"With love, I am, yours truly,*

JAS. A. BUCK."

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Supt. E. C. BRANSON, Athens, Ga., Discipline and Methods.

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